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## A Year of Indecision

[EDITORIAL]

NO BETTER illustration of the fact that democratic governments usually move slowly and with many haltings can be found than the relations of the Federal government to the institutions of higher education during the past six months and probably for at least a similar period in the future. The primary difficulty has been that the government has had no clear conception as to the uses to which it might wish to put these institutions and hence could not make plans which would be satisfactory either to the government or to the institutions.

From the beginning, the basic necessity in the making of such plans has been to make continuing estimates as to trained manpower and womanpower necessary to the war effort which could best be supplied by the colleges and universities. No such comprehensive survey of needs has been made. Instead, the War Manpower Commission, without adequate information and apparently overwhelmed by sentimental considerations, passed its famous resolution on August 19, 1942, declaring that "all able-bodied male students are destined for the armed forces."

Since that time the age of liability for military service has been dropped from 20 years to 18 years of age. Selective Service has been placed under

the Manpower Commission, and the latter, as the need for trained civilians becomes more critical, is in effect beginning to consider ways and means of modifying its declaration of last August.

In the meantime the plans of the War and Navy departments for the use of a limited number of colleges and universities for specialized training programs have been announced. They include only a fairly small fraction of the men of college age. Others will go directly into Army and Navy service unless it can be shown that there are specific occupational needs which justify a continuation of and perhaps an elaboration of the deferment policies developed by the Selective Service System.

Inasmuch as the liability for military service has now been lowered to 18 it will be necessary for the Selective Service System, if it is to be effective, to apply deferment policies at the student's entrance at college instead of at the end of the sophomore year. Otherwise all students who are not in military uniform pursuing courses in the Army or Navy specialized training programs will be called into regular military service before they are able to qualify for possible deferment as being in training for necessary civilian oc-

cupations. A beginning toward this end has been made by the recent statement of the Selective Service System authorizing deferment of engineering students who have completed their freshman year in college.

The whole business needs to be considered on a thoroughly comprehensive basis. Military needs for young men of college age should be balanced against civilian needs necessary to the war effort. Perhaps the great majority of able-bodied young men should be "destined for the armed forces." But the matter should be determined on the basis of study and judgment.

Finally there should be a plan supplementing those now being developed by the Army and Navy for the training of young women, physically deficient young men, and such able-bodied young men as are judged essential for meeting those civilian needs which are regarded as necessary in winning the war. They will doubtless include personnel for war industries, teaching, social services, and the professions. Insofar as it is necessary to defer able-bodied young men to be in training in such a civilian corps, such students may well be deferred from military service as a group. On the other hand, at the completion of their respective courses of study they should be expected and required to enter into some form of national service identified by the War Manpower Commission.

The place of the junior colleges in the war training program will then become much more clear. Some of them which have personnel and laboratory facilities should participate in the present Army and Navy specialized training programs. Some should be used for other types of special training, including the rehabilitation program which is bound to become of

increasing importance. Others should be able to perform substantial service in preparing young people in such a civilian corps as I have suggested. Particular attention should be given to the possibilities of training young women for nursing, industry, teaching, and other specialized fields of service. Finally it should be remembered that even under present circumstances many students will have an opportunity for approximately a year of general education in college which may be made much more meaningful than is true at present. All these opportunities for service should keep the junior colleges busy in the war period.

GEORGE F. ZOOK

#### WOMEN STUDENTS

Men outnumbered women as junior college students in the latest summary of data from the U. S. Office of Education. The reports, however, cover the year 1939-40 and doubtless the situation is greatly altered now under wartime conditions. Reports were received regarding full-time enrollments in 456 junior colleges (217 publicly controlled, 239 privately controlled). The total number of men was 80,929; of women, 68,925. Thus the women constituted 46 per cent of the total. Among the publicly controlled institutions, they were only 41 per cent of the total, while among the privately controlled institutions they were 58 per cent of the total. Percentages of women in other types of institutions, according to the Office of Education data were as follows: All 1,708 institutions reporting, 40 per cent; degree-granting colleges, universities, and professional schools, 36 per cent; teachers colleges, 60 per cent; normal schools, 75 per cent.



## Learning While Earning in Wartime

W. C. MARSH

**P**RIMARILY the virtues of all junior college terminal training are inherently tied to job analysis and thorough training of prospective employees for designated types of industry, coupled preferably with the more mature mind which logically attaches to students beyond the high school age.

With the advent of war preparations in 1941 the training picture began to change. The millions of dollars suddenly poured into new defense industries created unprecedented demands for new employees, employees who could be adapted to new jobs and new conditions. Perfect matching of job qualifications and job requirements proceeded to be only a hope. The practice of substitution and adaptation began; and industrial companies, with government money, rapidly exhausted the recognized channels for experienced employment such as advertising, and employment agencies.

Subsequent to the declaration of war, training and employment problems assumed more acute proportions. Advertising of jobs and the attractive wages current in war industries took immediate effect upon schools, resulting in a steady flow of terminal trainees

to the business offices. Shipyards and war industries drained the classrooms. Furthermore, the inducement of high wages exerted a peculiar effect upon the colleges in that students already trained for such jobs as banking, insurance, merchandising, etc., turned from these positions to those which were more remunerative. Student supply was limited; expanding war organizations proceeded to pirate their competitors with monetary inducement. Still the supply of office help became increasingly scarce. War industries and those industries affected by the war began to steal employees from other types of business. At this point the banks and insurance companies suffered because their initial wage scales which averaged between \$70 to \$85 per month were far below those offered by the newer war-financed organizations.

Government positions with standard minimums of \$120 a month took available experienced supply from both financial and other organizations. Expansion of government employment, too, reflected immediately on college employment demand. However, the drain arising from government inducement was primarily directed at the so-called "nonessential" industries. A chain of employee turnover was started. Thus employees leaving financial and insurance companies were replaced by new workers recruited from the schools until the school supply was practically exhausted.

At this time, in self-defense, the financial organizations were compelled to raise their salary scales from \$5 to \$20 a month. However, problems of employment multiplied because the indus-

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W. C. MARSH is no stranger to readers of our *Journal* who have enjoyed in the past his practical articles which combine both the educator's and the businessman's points of view. Mr. Marsh is an educator who hasn't forgotten his 12 years in the business world and who brings the knowledge of that rich experience to his classroom. He has taught at San Francisco Junior College for the past four years in charge of insurance courses. Before that he taught at various other California schools and colleges including the University of California, Armstrong College, and the Merritt School of Business. He holds A.B. and M.A. degrees from the University of California.

trial organizations and the government offered greater financial inducements which were only partially offset by the shorter hours and other personnel benefits offered by financial groups. One factor, though, which helped to retain employees for the insurance and financial companies was the offer of a permanent job—a factor which is considered by some young people of no mean importance and overbalances to some the extra amount of immediate income.

As the pressure of government demand grew greater, even labor turnover in industrial companies accelerated. These organizations, however, with larger margins of profit were able to raise their salary scales. As a matter of fact, many industrial companies were able to offer salaries superior to those of the government. For example, oil companies, war industries, and other manufacturing units raised wages for experienced employees substantially above those of the government. The railroads topped all of the salary offerings and sometimes provided as high as \$140 to \$160 a month for experienced typists. Furthermore, various other factors of supply began to influence personnel demand; for example, some companies adopted the policy of obtaining only beginners, on the theory that they could train employees in their own way and pay for such training out of the savings that would accrue in smaller initial salaries.

Banks took a leading role in this respect, going so far as to run schools in their own organization. They trained the girls for particular jobs, after which they gave them regular employment. Breakdowns of job duties began to take effect; and business personnel tests were often thrown overboard, cherished intelligence and skill

examinations sometimes being abandoned. Girls were employed for messenger work, elevator operators, office-boy work, straight filing, and minimum typing skills, on interview only. Experienced stenographers were either in definite demand or not asked for at all.

Other companies, however, because of a shortage of typewriters brought on by priorities, found it necessary to hire only high-speed, skilled operators so that they could obtain maximum output from their machines. This situation naturally led to competitive bidding in salaries. A shift also occurred in age groupings. For example, girls fresh from high school and junior college were greatly desired; in fact, such employees had almost a monopoly on jobs in the bigger companies. The explanation for this personnel policy is enlightening in that it indicates the effect of pension plans on employment. Women employees are usually pensioned at 50 years of age; men, at 65 years of age. Consequently, women of 30 years or 35 years have found difficulty in getting placed in pension plan companies, whereas men are often hired up to 40 years of age. In addition to the above reason, there is naturally a desire on the part of employers for youth's push, vigor, and appearance.

In years past, married women were not employed in many companies. Today, however, they compete with single women on a qualification basis. With the advent of the draft, the demand for men has ceased. Furthermore, young men received few promotions and transfer to other industries, thus leaving further vacancies for women. Today brings the new cycle of opportunity for women. Junior colleges and the employment offices receive numerous calls from financial organizations for women to replace men. Even as far

back as January 1942 the San Francisco Junior College Insurance Department was receiving demands for young women to take the place of men in claim department jobs and accounting jobs—particularly those positions necessitating mathematical ability. Scores of such people could have been placed had the college an available supply. Furthermore, it could have placed them at salaries above those obtained by ordinary clerical workers.

It is well to remember that San Francisco Junior College had set up the training program for young women, but that few had taken advantage of the training possibilities. Perhaps the emphasis upon women employees for men's jobs will continue to maintain itself subsequent to the war, for, on the average, the experience with women employees has so far proved eminently satisfactory. It would appear that young women should investigate the new opportunities in technical training as now offered by the junior colleges in preparation for these shifting job possibilities.

#### *Reappraising the Problem*

Ventures in cooperative training by the junior colleges to fill business demands have usually been under the George-Deen Act or have required part-time practice in downtown offices or businesses. In the latter instances, however, the students have worked primarily to obtain practical experience and to insure a margin of opportunity for job placement. The present situation in the insurance terminal courses at San Francisco Junior College may call for a reappraisal of the cooperative plan. A multitude of calls for employees is gradually depleting the supply of students prior to their obtaining proper training. It might be suggested,

therefore, that a system of part-time and full-time employment along with the necessary college training be arranged with downtown offices to cover such terminal fields as banking, insurance, merchandising, and certain fields of defense employment in chemistry and engineering. As a matter of fact, San Francisco Junior College has already made certain attempts to project such a plan and has to date secured commitments from three or four large companies and a certain number of banks.

Perhaps an outline of the above possibilities would be pertinent at this time. Should the students be employed on either half day or shift basis in defense industries or in financial institutions, they would be able to:

1. Finance their education.
2. Prepare themselves for entrance to a good job upon graduation from college.
3. Continue their education for indefinite periods of time.

In the financial and office positions particularly, the ability of the student to obtain part-time work would have several significant possibilities, for he would be armed with a paying job, plus educational facilities, plus an arrangement on the part of the college to coordinate such educational background with current advancement in his position. It would appear, therefore, that:

1. The student would pay his own way through college.
2. He would be able to stay in college barring military or naval service until his educational possibilities insofar as the job is concerned were exhausted.
3. He would have obtained experience in the lower-grade jobs by the time he had gone through college.
4. He would be a candidate for further advancement when the time arrived to give him full-time employment because of this experience.
5. He would probably be trained sufficiently to secure an advanced standing in his

job and thus permit a substantial living standard of employment upon graduation.

In accomplishing these aims, however, it would be advisable to keep in mind several other preliminary factors:

1. Students desiring terminal training while they are in college should first be thoroughly tested regarding their fitness for the ultimate job, so that training and placement could be designed for a particular field. (This has already been accomplished to a great extent in past training programs.)

2. Educational programs subsequent to first placement jobs should be set up in connection with each business involved and the work experience required should progress according to the ability of the student and the opportunity provided by the business; thus, various ranges of intelligence and levels of employment would have to be standardized according to the above factors.

3. Arrangements for the follow-up of students in jobs yielding additional possibilities for advancement should be sponsored by the college and extended training courses provided, which courses should be coordinated with the business problems involved.

### *Conclusions*

The ideas as exhibited above are not new. For a number of years the Ford Motor Company has been conducting a personnel and private school with the work-and-earn idea in mind; therefore, the suggestions as outlined above are mere adaptations to the junior college system. Mr. Ford, in his statements regarding his own school, explained that students did sufficient work in the shops of the Ford Motor Company to pay for their education. Although paying for an education in the junior college may not be a major consideration, it certainly would be an inducement to a number of students at the present time to continue with their college work and would provide them with the opportunity to enter economic life on a full-fledged basis years earlier than is now possible under our present system. With labor shortages so acute, cooperation with businesses in every line is more likely to be obtained. The

junior college has a chance to sell industry on the idea of paying for the education of our young people; and young people have a chance to learn business in its practical aspects and to obtain the proper attitude toward economic effort.

It is possible that a cooperative plan intelligently projected over a lengthy period of time might change the present educational outlook, because it would tend to tie education more closely with the practical aspects of the business world. It would tend to make the junior college student grow to full citizenship long before he has in the past and even permit him sufficient income upon graduation to enter into the responsibilities of family relationships. The social significance of this latter idea is not to be overlooked, especially in view of the fact that the marriage age until lately has been constantly raised, thus adding an additional burden to the older generation.

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### CHANGE AT WESLEY

The Rev. O. A. Bartley has succeeded the Rev. Arthur J. Jackson who recently resigned as president of Wesley Junior College, Delaware. The Rev. Bartley was formerly pastor of the Newark Methodist Church in Delaware.

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### OCEANSIDE-CARLSBAD HEAD

Ralph I. Hale, head of Oceanside-Carlsbad Junior College, California, for the past four years, has been granted leave of absence to assume duties as supervisor of pilot instructors at Morrow Field, San Bernardino. Winston Nelson, former vice-principal, takes Dr. Hale's place. Donald C. Carr continues as dean of the junior college and head of the night classes.



# Missouri College Union and Junior Colleges

CHARLES A. LEE

WHILE STUDYING the relationship of the Missouri College Union to the junior colleges, it occurred to me that some problems arising from the transfer of students might be an important topic for that senior college organization to study. The importance of this topic is indicated when it is pointed out that according to a recent report of the Missouri Association of Collegiate Registrars, a total of 1,849 students who attended a junior or senior college or one of the universities in the state during the school year 1938-1939 transferred to another institution within the state during the following school year. According to this same report a total of 702 transfers were received from the junior colleges, 515 from the liberal arts colleges, 307 from the teachers colleges, and 325 students from the universities. Stated in percentage terms these figures are:

- a. 38% of the total number of transfers came from junior colleges;
- b. 28% came from the four-year liberal arts colleges;
- c. 16% came from the teachers colleges; and

CHARLES A. LEE, although not directly connected with a junior college, admits that he has been interested in the junior college movement for the past 20 years. In his present position as professor of education and director of educational service of Washington University, St. Louis, he comes in frequent contact with most of the junior colleges in Missouri. His plea for recognition of the junior college by the Missouri Union, published here, is therefore based on active knowledge of his subject. Before going to Washington University, he was Missouri State Superintendent of Education for 12 years. He did his undergraduate work at Warrensburg Teachers College and the University of Missouri, and took graduate work at the University of Missouri and Columbia University receiving the degree of Doctor of Education in 1936.

- d. 18% came from the universities within the state.

According to this same report the number of transfers received according to the school or college the student entered during the year 1939-1940 is:

a. Arts and Science .....	458
b. Education .....	409
c. Engineering .....	104
d. Business & Public Admin. ....	90
e. Agriculture .....	70
f. Law .....	67
g. Journalism .....	60
h. Medicine .....	35
i. Theology .....	17
j. Music .....	8
k. Junior College .....	3

The above tabulation accounts for 1,321 of the transfers or for approximately three-fourths of the total number.

The total number of transfers received by principal institutions in Missouri for the year indicated and as reported by the Registrars' study is as follows:

University of Missouri .....	650
Central Missouri State Teachers College .....	277
Northeast Mo. State Teachers College .....	133
Washington University .....	96
University of Kansas City .....	88
Southeast Mo. State Teachers College .....	74
Southwest Mo. State Teachers College .....	66
St. Louis University .....	61
Mo. School of Mines and Metallurgy .....	59
Northwest Mo. State Teachers College .....	40
Junior College of Kansas City .....	37
William Jewell College .....	35
Washington Univ. School of Medicine .....	30
Others .....	203

When preparing this paper I thought it might be interesting to get in touch with: (a) the junior colleges in Missouri, (b) the members of the Missouri College Union, and (c) a few of the larger out-state universities—and bring to you their reactions to this whole problem. In carrying out this idea, a



letter was sent to each junior college in Missouri, each member of the Missouri College Union and to some fifteen of the larger out-state universities. Each institution was asked to state how it was solving or attempting to solve the problem of correlating the work of the junior college with the senior college and university. Almost all of the institutions replied in a manner so that they could be quoted.

In order that this paper might be as objective as possible and form the basis for some discussion, the names of all institutions in Missouri are omitted. Selected quotations taken from the letters received are given below. The first group are from the representatives of junior colleges.

### *Junior College Judgments*

#### **Institution A:**

We have had little or no difficulty in transferring our students to our own state institutions. . . . However, we do encounter serious difficulties naturally in transferring to technical schools as we are unable to meet the specific requirements, say in Engineering or in Architecture. . . . About 60 per cent of our students last year entered higher institutions of learning.

#### **Institution B:**

We have had very little contact with the colleges of the Missouri College Union, since the majority of our students transfer to colleges outside the state. In these transfers we have anticipated most of the difficulties we might otherwise have had, by urging our students to decide as definitely as possible on the college in which they expected to continue their studies after finishing their junior college work. They have thus been able to prepare to meet the requirements of the college to which they are to transfer. . . . I do believe that the relationship between the Missouri College Union and the junior colleges could be improved. It appears to me that they have more or less ignored each other's existence.

#### **Institution C:**

We do not, in general, experience difficulty in correlating our work with the senior colleges either in Missouri or elsewhere provided the student, while working with us, has in mind his senior college and the upper class curriculum he expects to pursue. . . . I can only suggest to the senior college officials that the

junior colleges are growing and are here to stay. It would seem to me, therefore, that senior colleges would do well to consider establishing the plan that graduation from any junior college accredited by the North Central Association of Colleges and Secondary Schools would carry with it admission to full junior standing in the appropriate division of the senior college. . . . Upon graduation perhaps 60 per cent of our students transfer at once to senior college and after a lapse of two or three years perhaps the percentage might rise to about 80 per cent.

#### **Institution D:**

The main problem of correlation of our work with universities is that we have more than one university with which to deal and when course setups differ among states we must have separate course setups here for practically every state that we serve. . . . About 85 per cent of our boys go on to senior colleges and those who go to colleges in the North seem to be succeeding all right. . . . Of course there are deficiencies in engineering and there always will be deficiencies in that work as long as engineering schools persist in trying to train boys for that profession in four years while medical and legal schools have long since gone to six and seven years.

#### **Institution E:**

We are not experiencing any difficulty in correlating our work with the senior colleges when students know that they plan to continue in a four-year institution. . . . Between 50 per cent and 60 per cent of our students continue formal education in a four-year institution. . . . Students who plan for work with a four-year college course in mind are not required to make up freshman and sophomore deficiencies. . . . It is my general observation, though I do not have statistical data to prove the statement, that senior colleges are gradually becoming more lenient in specific course requirements. They are becoming more willing to accept total number of hours with a certain amount of distribution than in the past.

#### **Institution F:**

I believe in the junior college as an institution for giving a student a general education. . . . We have, in years past, had a very large proportion of our students passing from this school directly into college, but in later years the proportion has not been as large.

#### **Institution G:**

This junior college is not now experiencing any serious difficulties in our transfer of students to senior colleges. We try to keep an up-to-date file of catalogs from the colleges to which most of our students go, and we direct students while here into programs of studies which will best fit them to enter the

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particular senior college. . . . The tendency in this junior college is to provide general rather than specific preparation, with the exception of work in the commercial field. . . . Students who are going to become teachers, and who will do four years of college work before becoming teachers, are given the arts and science program here and are not advised to take any of our education subjects. . . . One of the greatest difficulties that we have in transferring students from the junior college to the four-year colleges, and occasionally from a four-year college to the junior college, lies in the catalog description of courses and in the names given to courses. Some improvement might result from further standardizing course names and course descriptions. . . . Over a period of many years, approximately one-half of the students who enter here as freshmen do not complete the sophomore year. Of those who do complete two years of work, 44 per cent have entered senior colleges.

#### Institution H:

The problem of correlating the work of junior colleges and senior colleges is exactly the same problem that existed 25 years ago in correlating the work of the high schools and colleges. At that time colleges and universities were very specific regarding admission requirements and there was a great variation in the requirements set up by different colleges and universities. The same situation exists between junior colleges and senior colleges today. . . . About 60 per cent of our graduates enter senior colleges each year. . . . We will just have to recognize the fact that the freshman and sophomore years of college are devoted to general education. Instead of taking prerequisite courses during these two years, a student should be free either further to explore various fields in order to discover the one for which she is best fitted, or to take general education courses devised for the purpose of preparing her for living.

#### Institution I:

During the past five years our records show 147 graduates with the Associate in Arts, of whom 91 entered college or university. We have no record of the number of students who transfer from our junior college and complete work for a degree. The group is highly selected so it is probable that a majority do. This is one matter, however, in which relationships could be improved. We seldom know the senior college records of our graduates. . . . It is only when we receive complaints from former students or their parents that we know whether our credits have been accepted, cut, or rejected. Obviously, we seldom know the reason for such changes in credit standing. Here is room for improvement. . . . Specific requirements in senior colleges vary. A small

junior college can meet the needs of its students best through "survey" type courses. This is also compatible with the idea of general education, yet some senior colleges refuse to recognize the value of such courses or to give full credit for them. . . . Finally, certain institutions appear to believe that they are the only academically respectable ones and that only they can do an acceptable teaching job. Basically I think that this is the fundamental reason for the cutting or non-acceptance of transfer credits.

#### Institution J:

We do find some problems. The senior colleges do not have the same requirements for graduation. Some will require one or two years in the same science while another will require four or five hours in physical science and also in biological science. It seems that some having four-hour courses have objected to giving five hours credit for work done in a junior college; on the other hand, another senior college will ask five hours to meet the requirement. . . . About 75 per cent of our students continue their college work. Only about 25 per cent continue immediately after graduation, but the others go on after being out one year in teaching or in other work that will make it possible for them to take care of financial obligations. The number is increasing. . . . If there is any way in which the senior colleges can agree among themselves concerning the work which should be done in various curricula during the first two years, it would help the junior colleges greatly, in assisting the student to plan his course of study.

#### Institution K:

Our junior-senior college relationships have been of the best and in most cases we do not experience difficulty in correlating our work with the institutions of higher learning. About 20 per cent of our graduating students enter the senior colleges to continue their work. . . . Our students are not required to make up freshman and sophomore deficiency when entering a senior college if they follow the same vocation that they have started upon when entering our school. . . . I believe there should be closer relationship between the junior and senior colleges of Missouri in order that their programs may be correlated to the advantage of a greater number of students. . . . Probably a better spirit of cooperation could be secured between the junior and senior colleges if the senior colleges would recognize that the junior college serves another purpose besides a college preparatory one.

#### Institution L:

We have not so far experienced any particular difficulty in correlating our work with the senior colleges. . . . Our students who completed the regular freshman and sophomore work have

had very little difficulty in having all of their work accepted, so there have been very few deficiencies to make up; in fact, we have been very happy over the way our students have been treated by the colleges to which they have gone. . . . Probably the greatest difficulty we have had is in connection with students entering schools of agriculture or specialized schools that prescribe certain special courses the first and second years that cannot be given very well in the junior college.

### *Senior College Viewpoints*

It will be well now to view the situation from the receiving end as well as from the sending end. The following quotations are from admission officers of universities and senior colleges which make up the membership of the Missouri College Union.

#### **Institution A:**

We receive annually students who have completed the junior college program. The number remains about the same from year to year. Survey courses are most difficult to correlate with the senior college program. We require junior college graduates transferring to our institution to meet all of our graduation requirements.

#### **Institution B:**

We have no difficulty whatsoever in correlating work done by students at approved junior colleges with the work done at our institution. . . . We receive each year, quite a number of students from junior colleges. We accept for credit, at its face value, all work done in junior colleges which are approved by the University of Missouri.

#### **Institution C:**

We receive annually a number of students who have completed the two years of junior college work, and this number seems to be increasing somewhat from year to year. There is no single problem of correlation with these students. They come here to take majors in various departments. Our problem, then, is to fit the work they have done with the requirements of the department to the best advantage, and thus, the problems are various. . . .

#### **Institution D:**

This institution is experiencing no difficulty in correlating the work of the junior college. . . . The majority of the students who transfer from the junior college have had subject requirements with the exception of the Bible requirement—we require two courses to be taken for graduation.

#### **Institution E:**

We have no difficulty in correlating junior college work with our own, except in a case where a junior college puts a student in courses which it considers terminal, and he afterwards wants to enter one of our professional schools or the junior year in the College of Arts and finds that terminal work doesn't fit what that college wants in its program. However, these cases are not very extensive.

#### **Institution F:**

We get from six to ten junior college graduates each year. This number has been increasing lately. The junior college program meets our requirements fairly satisfactorily, except there naturally are deficiencies in philosophy and religion. We require the junior college graduates to meet all subject requirements of our freshman and sophomore years. The junior colleges could improve by requiring more English.

#### **Institution G:**

We have experienced little difficulty in correlating the work of junior colleges with senior college work. We receive annually an average of from eight to ten students from junior colleges. This number seems to fluctuate from year to year. In evaluating their transcripts, we make use of "The Circular of Approved Courses in the Junior College in Missouri" which is prepared and published by the University of Missouri.

#### **Institution H:**

We find no difficulty in correlating the work of junior colleges with the upper division work. We accepted, this year, 13 students with advanced standing from junior colleges.

#### **Institution I:**

This college receives a number of students each year who have completed the junior college program. . . . As far as the policy of the college is concerned, relative to junior college graduates transferring to us, we require all such students to meet our own requirements for graduation including requirements of the freshman and sophomore years.

#### **Institution J:**

The major difficulty is exactly the same as we experience with transfers from the teachers colleges, lack of content equivalent to that of our own freshman and sophomore courses, particularly in fields where sequence is all important. . . . The second difficulty arises out of the great distribution of courses in junior college records. Instead of coming with the great fundamental fields taken care of, they come with weak training often in a science, languages, mathematics, and then with a wide distribution of courses over the fields of psy-

chology, sociology, history, economics, political science, etc. . . . My suggestion for immediate study would be adjustment of junior college programs in sciences, mathematics, languages, and English (at least for their students who expect to continue in a senior college) to the normal course content and hours of these courses in the Missouri senior colleges.

#### **Institution K:**

We have not experienced any particular difficulty in correlating the work of students from junior colleges. . . . Our policy regarding junior college graduates transferred to us who do not meet the subject requirements of our freshman and sophomore years is to give the student full credit for the total amount of work accepted and to require him to meet our minimum requirements in each of the academic fields.

#### *Non-Missouri Institutions*

We turn now to present statements from some of the institutions of higher education outside of Missouri in order to show prevailing practice in other states.

*From Charles Moler Davis, Director of Admissions of the University of Michigan:*

Most of the public-supported junior colleges in the state keep in close touch with the University through both the Michigan College Association and periodical meetings held at the University. In some of the junior colleges the courses are approved by the departments in the University and in some institutions are numbered with the same course numbers. In general, our relations are quite satisfactory.

*From Valerie C. Wickhem, Director of Admissions of the University of Chicago:*

The University of Chicago is deeply interested in junior colleges. As you probably know, at the time of its organization, the University adopted the junior-senior plan. Many students enter the University of Chicago from junior colleges at the third-year level.

*From Royal R. Shumway, Chairman of the Senate Committee on the Relation of the University to other Institutions of Learning, University of Minnesota:*

When the junior colleges were first organized their inspection and accrediting were carried out by the University through the Committee on Relations of the University to Other Institutions of Learning. In 1927 an enabling act was passed by the State Legislature putting the general control of public junior colleges into the hands of the State Department of Education. This did not, however, change the re-

lation of the junior colleges to the University as far as accrediting is concerned. We still inspect and accredit. Transfer students from the junior colleges are held for the curriculum requirements in just the same fashion as are students transferring from other institutions.

*From G. W. Rosenlof, Registrar, University Examiner, and Director of Admissions, University of Nebraska:*

We have three public junior colleges in Nebraska and three private, and students are admitted to the University of Nebraska on the same basis as are the students of any liberal arts college. We have established what I think is a very fine and pleasant comity between the various institutions in Nebraska. . . . We accept graduates of any public or private junior college on the same basis as the graduates of any four-year college, provided the junior college is accredited and recognized as to its proficiency. These people are admitted not only to the liberal arts college but to any college on the campus. I think that I can safely say that the number of graduates from junior colleges is tending to increase.

*From Paul B. Lawson, Dean, College of Liberal Arts and Sciences, University of Kansas:*

The University of Kansas has a committee on Relations with Other Educational Institutions. This committee is divided into a number of subcommittees, one of which is a committee on Relations with Junior Colleges. When a new junior college is set up, members of this committee counsel with the college and visit the college, usually along with the Secretary of the State Board of Education. On recommendation of this Junior College Committee, the University Senate then accredits the junior college. . . . Graduates of approved junior colleges, however, are required to make up any freshman and sophomore deficiencies when they transfer to the University.

*From B. L. Stradley, University Examiner, Ohio State University:*

Graduates of accredited junior colleges are admitted to this University and are allowed credit up to junior standing for equivalent courses completed with satisfactory grades. We mean those which are members of the regional accrediting associations, namely, the North Central Association, the Southern Association, etc. . . . All students accepted in the University must make up freshman and sophomore deficiencies.

*From E. L. Clark, Director of Admissions, Northwestern University:*

We follow the practice of allowing a maximum of sixty semester hours credit toward a degree for courses taken in a junior college. If such students have not completed in the two



years of junior college certain specified courses ordinarily taken in the first two years they are required to enroll for those courses here. . . . The number of transfer students coming from junior colleges has increased during recent years.

*From Frank R. Elliott, Director of Admissions, Indiana University:*

We make little distinction in the transfer of credits from junior colleges and the transfer of credits from senior colleges. Students transferring from any college are required to clear up irregularities in the courses required for degree programs. We do not accept more than 64 hours for two years' work, since this is the normal allowance at Indiana University. If a junior college is accredited, we accept credits by transfer when the grades are C or better. We see no reason for discriminating against a junior college transfer, since it seems obvious that freshman and sophomore college work can be conducted satisfactorily in either a junior or a senior college. . . . We receive about 600 students by transfer each year and a considerable percentage of these students are junior college graduates.

*From Anne McDonald, Assistant to the Chairman, Committee on Admission, Harvard College:*

Beginning with the academic year 1941-42, students from junior colleges will be considered for admission to undergraduate standing in Harvard College on an equal basis with those transferring into the undergraduate body from liberal arts and engineering schools on the following terms:

1. Admission to the junior class of Harvard College is possible only for those who present a complete four-year secondary school record, *plus* two years of distinguished work in the junior college concerned.
2. Those who have completed two satisfactory, but not distinguished, years in a junior college may be eligible for sophomore standing at Harvard. For such students, three years of further work in Harvard College will be necessary.
3. Those who have completed but a single year in a junior college can be considered for admission to the sophomore class only on the basis of an honors record. Those who have completed a single year without distinction are not eligible for admission by transfer, but must qualify for admission into the freshman class on the same basis as those who enter from secondary schools.

*From G. P. Tuttle, Registrar, University of Illinois:*

Junior colleges in Illinois are visited from time to time by representatives of the Uni-

versity acting for our University Committee on Admissions from Higher Institutions. Original accrediting is always on the basis of such a visit. Graduates of junior colleges which are fully accredited with the University, are given full credit for the work completed up to a maximum of 66 semester hours. Like students transferring from any other type of institution, junior college graduates would be under the necessity of making up any deficiencies existing at the time of their admission in prescribed courses of the freshman and sophomore years, except that any student entering the University with full junior standing is relieved from the usual requirements in physical education and military science.

*From J. P. Mitchell, Registrar, Stanford University:*

We have admitted a great many graduates from junior colleges, and on the whole, have had a satisfactory experience with them. If they complete two years of satisfactory work, graduate from the junior college, and have a scholarship record which meets our requirements for admission, they are accepted with 90 quarter units of advanced standing and given junior standing. We do not expect such students to have had the exact equivalent of our own lower division requirements. We take them, so to speak, "as is," and let them go on and work for our A.B. degree, but we do not guarantee that they can do it within the usual two years. If their preparation has not been sufficient in the particular field they wish to follow, it will obviously take them longer to earn their degree. That however is not a reason for keeping them out.

This is a rather liberal policy. It is based on the idea that after two years of college work a student should not be required to go back and do something which he would have had to do had he been at another institution. Probably no two faculties in the land would agree on the best combination of lower division requirements. We think ours are best for our students; we recognize that other competent faculties pick out other combinations of requirements. If a student meets them satisfactorily, we accept them and go ahead, even if the combination followed differs rather widely from our own. After all, nobody knows just what is essential to a good education, and I feel that a liberal policy in this problem is very advantageous to all concerned.

### *Suggestions for Cooperation*

#### *Conferences:*

It might be profitable for representatives of all the colleges in the state to come together at least once a year for



the purpose of discussing some common problems. I am inclined to believe that if our junior and senior colleges and universities pursued such a policy for a few years, we would discover that we have "several" problems pertaining to higher education which concern all institutions.

#### Student Recruiting:

All colleges in Indiana are now cooperating in a state-wide program of acquainting the high school seniors of that state with the facilities which the various institutions of higher education have to offer. Until four years ago each institution carried on its own recruiting program. Now all contact between the colleges and prospective students is under the control of the Indiana Committee on Educational Cooperation—a committee composed of representatives of the state educational institutions, the High School Principals Association, and the privately endowed and church-related colleges and universities. During the past year this General Committee sponsored 72 county and city conferences which were attended by 17,000 high school students from 670 high schools. A recent survey indicated that the high school principals like the plan and are in favor of continuing and enlarging it. The survey also showed that the Indiana colleges like the plan. The elimination of barnstorming tours and indefinite arrangements in visiting high schools has saved institutions hundreds of dollars. It might be that a similar program for this state sponsored by all the educational institutions would provide a fine opportunity for state-wide cooperation in attacking one of the most perplexing problems confronting our higher institutions of learning.

#### Conclusions

Statements received from representa-

tives of junior and senior colleges and universities seem to indicate the following conclusions:

1. The representatives of the junior colleges seem to favor survey or general courses, but some senior colleges do not like to accept such courses as meeting subject requirements of the freshman and sophomore years.

2. Some representatives of the junior colleges indicated they believed the entire junior college program should be thought of in terms of "general education."

3. A large percentage of those students completing the two-year junior college course enter a senior college or a professional school.

4. Representatives of the large universities seem to indicate they have had a satisfactory experience with those students they have accepted from the junior colleges.

5. Students transferring from the junior colleges to the senior colleges are probably more selective than those entering the junior class upon completion of the freshman and sophomore years in the local college.

6. There is not very much agreement among the senior colleges and universities regarding the specific courses that should be required of all students in the freshman and sophomore years.

7. Those administering the junior colleges seem to be very much concerned with the problem of correlating the work of the junior colleges with the senior colleges and universities.

8. Those administering the senior colleges and universities are not so much concerned with the problem of correlation. Some are not aware that any real problem exists.

9. There seems to be a growing sentiment among senior colleges and univer-

sities of just accepting, without question, the graduates of all approved junior colleges for further study.

10. Many of the representatives of the junior colleges look upon correlation as meaning the offering of a program in the freshman and sophomore years that will be accepted by the senior colleges, while many representatives of the senior colleges look upon the term as meaning that the junior colleges will offer during the freshman and sophomore years the same identical courses as are offered in the senior colleges. It is needless to say that such points-of-view and procedures cannot lead to a satisfactory solution of the problem.

#### FOREIGN STUDENTS

For the first time in its 90-year history, Frances Shimer College, Illinois, will be "ruled" by a foreign-born student—Laura Molina of Mexico City. Miss Molina has been elected president of the student-faculty council for the coming school year. Miss Molina was an honor student at the American School of Mexico City—with a four-year average grade of 97—before entering Frances Shimer College last fall on a scholarship. She has also led her class at Frances Shimer.

Another graduate of the American School of Mexico City has enrolled at Frances Shimer this fall. She is Luisa Cytronberg, a refugee from Warsaw who has been residing in Mexico City. Other foreign students at Frances Shimer are Marjorie Holbert of Paris, France, and Rosalind Reed of Costa Rica.

#### RECEIVES GIFT

Congressman Robert F. Rich of Woolrich has given \$10,000 to Wil-

liamsport Dickinson Junior College, Pa., for the establishment of a student loan fund. The income will be loaned to students needing assistance and will be granted on a non-interest bearing basis. A small portion of the income will be set aside to perpetuate the Rich prizes that are given annually in honor of the late Mr. and Mrs. Michael Bond Rich, parents of Robert F. Rich. Congressman Rich has been president of the Williamsport Dickinson Board of Directors since June 1931, having succeeded his father in that position.

#### PRES. PERCEFULL'S SUCCESSOR

Sabin E. Percefull, retiring president of Northeastern Oklahoma Junior College, has been succeeded by Carl Rigney, dean of men at the college.

#### TO WRITE FOR HARPER'S

Lynn Christy, instructor in English composition at DuBois Undergraduate Center, Pennsylvania State College, has been selected by the editors of *Harper's Magazine* to prepare the monthly "Suggestions for Teaching" used in conjunction with the magazine by hundreds of high schools and colleges throughout the country. Mr. Christy has been a member of the faculty at the DuBois Center since 1938. During that time he has instituted many progressive methods in the teaching of English composition, particularly to freshman students. He also has served as an instructor in psychology and education. In addition to his other duties, he has been in charge of publicity at the Center, has planned and directed the assembly programs, and for a time coached the men's glee club.

## No Assembly - Line Technique Here

MARY ALICE PRICE

IN 1938, Southern Seminary and Junior College put into effect its first organized personnel program. The program was the direct outgrowth of 34 case studies made by the author which revealed a number of student problems unrecognized by the average instructor. A summary of the studies indicated that a more intelligent job of educating our students could be done if we better understood their present attitudes, goals and behavior in terms of adjustment to their experiences and backgrounds. Since the administration believed in an individualized approach to education and translated this belief into its policies in dealing with the students, it enthusiastically supported the new program.

The personnel work has been of such definite value to us and to the students that we feel a summary of our present set-up may be of interest to others. In addition, we feel that in the present emergency of total war educators may tend to overlook the more obvious responsibility of turning out adequate adults in their eagerness to help war-time production by reorganizing cur-

ricula, intensifying technical training and teaching practical courses. There is danger that we may, in this day of reckoning in terms of billions for budgets and millions for armies, emphasize group importance and forget the individuals who make up the groups and who, in the long run, determine the efficiency of production, soldier and citizen morale. Many school people made that mistake when the tremendous increase in school populations after World War I produced the statistical but non-existent "average" student and assembly-line techniques for educating him.

When the present war broke out, some institutions had met the problem of individualizing education by developing such techniques as guidance, personnel work and progressive education. Thinking was still clouded, however, by the controversy over the proper function of education in a democratic state. A number of schools rejected entirely the idea of educating the "whole" child because it conflicted with traditional concepts of education; others rejected it because it seemed impractical and idealistic for existing school organizations; and still others, recognizing the need for more emphasis on individuals, compromised by using tests to classify students into more homogeneous groups.

In the midst of these diverging and often conflicting points of view, the author became interested in student problems through a class in orientation which led to a number of counseling interviews. A series of case studies was made during 1937-38 and recommendations made for a program to deal more adequately with these problems.

MARY ALICE PRICE has been at Southern Seminary and Junior College, Virginia, for 12 years but is on leave of absence this year to work on her doctor's degree at Ohio State University from which she also holds B.A. and M.A. degrees. As head of the psychology department and director of guidance at Southern Seminary for the past five years, Miss Price set up the highly successful personnel program which she describes here. A sketch of Miss Price's background should also include mention of a childhood spent in Mexico, the country of her birth, which no doubt influenced her later views on the importance of the individual and led to her abhorrence of "assembly-line technique" in dealing with people.

The case histories provided a quantity of thought-provoking material. Of the 34 girls studied, each had habits, attitudes, or conflicts that made adjustment to the school situation difficult and threatened to handicap further development into well-balanced, effective adults. It should be emphasized here that these girls were typical adolescents ranging from 16 to 19 years of age. None of them could be called disciplinary problems and all of them were judged normal by the faculty.

The case studies revealed six general types of problems which occurred 57 times, whereas instructors recognized only 4 types of problems appearing 9 times for the entire group. Furthermore, the faculty seemed to recognize only problems which involved classroom discipline, academic achievement and teacher-student relationships. In each case, however, the roots of the student's present problems were traced to earlier experiences at home, at school and in social situations and poor adjustments in one area of the student's life seemed to lead to inadequate adjustments in other areas.

Of further significance was the fact that over 50% of the cases studied benefited by remedial work carried out through the counseling interviews. This estimate was based on changed behavior in some instances, on statements from the young women themselves, or on both. It should be noted here that the type of remedial work used was determined by the individual's needs which became apparent as the counselor gained insight into the problems.

It seems probable that some instructors suspected that emotional conflicts, immaturity and insecurity were vital factors in Mary's scholastic failure, but instructors who have not been trained to recognize the cause and effect in be-

havior, who do not have access to pertinent information about the student and who do not have the active cooperation of a student counseling service cannot work effectively with such problems. Instead, there is a tendency to treat each student as an intellectual entity entirely isolated from the influence of every-day living, and it seems reasonable to assume that the educative process under these conditions becomes a sort of "hit and miss" procedure rather than intelligent guidance based on insight into student needs.

Faced with these facts and implications, the next logical step was to survey the existing college organization and devise a program which provided more adequate guidance and counseling for the students. Certain minimum requirements seemed to be essential; first, one person should direct and coordinate the work; second, all pertinent information should be collected and filed in a central office easily accessible to the faculty; third, a counseling service should be available to all students; and fourth, faculty cooperation must be secured.

To meet these requirements, the following program with its underlying philosophy, aims and procedure was presented to the faculty at a meeting in the fall of 1938:

### *Personnel Program*

#### *Basic Assumptions:*

- I. The education of any growing individual is not a departmentalized procedure. Emotional, social, economic and home relationships create problems which carry over into and definitely affect all areas of a student's adjustments. Therefore, we cannot concentrate on the intellectual development of the adolescent and ignore all other aspects of his life.
- II. Our responsibility as instructors does not end with carefully prepared lecture notes and accurately computed grades. We are responsible for the "whole" child. This involves constant effort to understand the individual student in light of



his past experiences, to evaluate objectively his present status among his contemporaries, and to plan intelligently a program of work and play from which he may derive a maximum personal development and by which he may learn to make a maximum contribution to the social group in which he lives.

- III. Personnel work is a medium through which the administration, faculty and students may work together toward a common goal for the common good.

*Aims:*

- I. To individualize our system of teaching by—
  - A. Ascertaining what problems the students face.
  - B. Providing opportunities for social, emotional and intellectual growth of each student by integrating the various activities in college and making them accessible to the students who need them.
  - C. Individual counseling.
- II. To establish a central file of information about each student which may be used by faculty members who need insight into the problems of their students.
- III. To plan and execute a unified program of education in and out of the classroom through joint cooperation of the administration, of the faculty and of the students.
- IV. To provide opportunity for those instructors, so inclined, to extend their activities beyond actual class and routine work into the field of guidance.

*Procedure:*

- I. Appointment of personnel director.  
Note: In this case, the author serves as instructor, counselor and coordinator of the program.
- II. Collection of student information.
  - A. Standardized tests.
    1. Scholastic aptitude.
    2. Personality.
    3. Reading.
  - B. Questionnaire about interests, ambitions, family relationships, etc.
  - C. Rating scales to ascertain instructors' estimates of personality difficulties and problems.
  - D. Medical examiner's report.
  - E. Records of interviews.
  - F. Extracurricular activities.
  - G. Disciplinary record.
  - H. Infirmary record.
  - I. Information from offices of the dean and executive principal.
- III. Central file to include all information listed in II above.
- IV. Organization of faculty committees to investigate specific needs for guidance ac-

tivities and to report suggestions for putting these activities into effect.

Faculty interest in the proposed program was gratifying, and after some discussion committees were appointed to assist in the work. A survey of results the following spring convinced the faculty and administration that the work was valuable and should be continued with certain modifications. Sixty-two of the students had availed themselves of the counseling service during the year, each requiring from one to eight interviews. Eighty students had sought vocational advice.

During the past three years, the basic assumptions and aims of the program have remained unaltered. Changes have been made in the procedure wherever it seemed advisable. The personnel director was moved into a private office with adequate filing space. Here all records are kept and are available to the faculty at their request. The office also enables the director to conduct conferences with students without those interruptions which sometimes jeopardize the success of the interviews.

Student counselors are now chosen each spring who, with faculty advisers, help new students in the fall with problems concerning registration, college routine and regulations, roommates and homesickness. This plan makes a speedier recognition of the less obvious student problems possible and at the same time eases the strain of adjustment during the first weeks in a new environment.

The need for vocational advice and information became apparent as the work progressed. Some attempt was made to use vocational aptitude tests but this proved of doubtful value and took more time than could be spared. The college secured the services of a vocational psychologist who comes twice



during the year to lecture and to advise students on vocational choices. To facilitate his work, two vocational interest inventories are given to each new student as well as the personality tests mentioned below.

After some experimentation, the number of standardized tests given to each student has been reduced and in some instances substitutions have been made where it seemed advisable. Those in use at the present time seem adequate for our purposes and include:

1. Ohio State Psychological Examination which is decidedly useful in advising students about further educational and vocational plans and has the added advantage of being very easy to score;

2. Bernreuter Personality Inventory which is used in conjunction with the vocational tests and which is helpful in spotting students who need the help of a psychologist;

3. California Test of Personality which makes an excellent basis for counseling interviews, especially for instructors who are not trained psychologists;

4. Iowa Silent Reading Test which enables instructors to diagnose the more common reading difficulties and to distinguish between students who fail because they are handicapped and those who fail for other reasons.

In addition, the personnel program has been indirectly responsible for a number of other innovations. For example, a two-year terminal course in kindergarten-primary work has been set up; a visual education program has been established; and a point system for extra-curricular activities has been put into effect.

The program is still inadequate in many ways but we are working to improve it as we can. This year we plan to organize discussion groups for those instructors who are interested in mental hygiene and counseling as a step toward spreading out the counseling function which our increased enrollment makes necessary. We need to make some readjustment in the teaching load before counseling can increase in effectiveness;

we need to devise a more methodical system for getting faculty reports on student problems; we need to devote more time in faculty meetings to the discussion and recognition of student problems; we need follow-up information about students who have been graduated and entered vocations; and we need a thorough and objective evaluation of the personnel work in the last three years.

Meanwhile we are satisfied that our efforts have been productive. The program has emphasized the individual needs of the students and has enabled us to deal more intelligently with them in many cases. We feel that the faculty, students and administration have benefited by the personnel program.

### TRAINED MANPOWER VITAL

In the total war effort, the mobilization of manpower is as vital as the production of war materials and supplies. Before we can produce war materials and supplies, industry, charged with the production of such commodities must be competently manned. Eighty-four per cent of this manpower must be skilled labor. Colleges of all types have a very important part to play in offering training that will produce skilled workers. The junior college, as a new segment of the public school system, is so set up that it can be responsive to the demands for specific training of manpower in this critical time.—PRESIDENT JOHN L. LOUNSBURY, as quoted in San Bernardino (California) *Sun*.

### NEW OFFICE FOR ODGERS

George Allen Odgers, dean of Multnomah College, Oregon, was elected president of the Northwest College Personnel Association at its annual conference.

## Covering Junior College War News

LAURENCE R. CAMPBELL

JUNIOR COLLEGE journalists face a new challenge in covering campus war news adequately and accurately. Whether they work for the student newspaper or the college news bureau, they will find new beats and assignments to cover. Despite the obstacles they encounter, they can contribute significantly to the war effort by publicizing the role of the junior college in wartime. Yes, junior college journalists do face obstacles. Junior college staffs are smaller. So are the budgets with which they have to work in producing newspapers which inform, influence, and entertain their readers. Yet by using their resources wisely, the ladies and gentlemen of the junior college press can do their part to hasten victory.

What are some of these news assignments for junior college reporters and editors? Here are a few:

1. Ask the dean how war has changed your junior college's educational program. Has the curriculum been changed by the addition of new courses or the withdrawal of old courses? Have sched-

ules been changed to accommodate students working part-time on defense projects or to meet local traffic problems? How many faculty members have left to go into the armed forces or war industries? How is the junior college cooperating in the local civilian defense program? To what extent is the junior college plant being used to register users of rationing cards, to provide special courses for adults, to serve as a community center for all interested in war work?

2. Ask the dean, counselors, instructors, secretaries, custodians, nurse, bus driver, gardener, and other members of the employed personnel how the war has made it difficult or impossible to replace equipment or obtain supplies in their respective activities. For example, will fuel shortages shorten the day? Will experiments in chemistry be curtailed? How does the domestic science instructor solve the sugar problem?

3. Ask each department head what special war work he is fostering. Are the agricultural students spending more time on the farm? Have the commercial teachers provided instruction for students wanting office jobs in war industries? Are commercial art students designing war posters? Are woodwork students making gliders, stretcher poles, air raid shelters? Are chemistry students studying bombs, bullets, and munition manufacturing? Will biology students study health problems? Are the specialized courses in first aid practical?

4. What war tasks have been assumed by the student body? For example, is it supervising air raid drills,

LAURENCE R. CAMPBELL's interests center in journalism, the junior college, and education in general. His junior college connections began with his student days in the junior college division of San Jose State College and subsequent teaching at Menlo Junior College and Yuba County Junior College—all three in California. His interest in journalism has found him working as copy reader for the *Chicago Journal of Commerce*, as research assistant for Lord and Thomas, as associate editor of *Drug Progress*, and as editorial assistant on the *Rotarian Magazine*. He holds an M.S. in Journalism and Ph.D. from Northwestern, and is now assistant professor in journalism at the University of California at Berkeley. He is co-author of *Effective News Reporting* published by Macmillan in 1942 and of *Exploring Journalism* to be published by Prentice-Hall.

planning patriotic assemblies, helping in the various local drives?

5. How have intercollegiate athletics been curtailed? Is more attention being given to intramural athletics? Have physical education courses been revised to prepare students for military life?

6. What is happening to the college social program? Now that so many of the young men are in the armed forces, is it possible to sponsor dances? How does the transportation problem affect the parties, dances, and other events?

7. Will the musical groups feature martial music? Are they visiting camps to entertain soldiers? Will any of the groups be disbanded?

8. What will the dramatics group do? Will it be able to attract a crowd to plays now that automobile transportation has been curtailed? Will it entertain nearby camps?

9. What changes will be made in the newspaper, handbook, yearbook, magazine, news bureau, or publicity staff? Do junior college journalists realize the vital role they can play in wartime?

10. What are the class organizations and clubs doing? Have they disbanded, or curtailed their traditional activities, or taken up war work? For example, are they helping to collect tin, scrap iron, paper, grease, or anything else?

11. What are individual students doing to help win the war? How many are blood donors? How many are working in war industries? How many others are working part-time? How many have bought war bonds or stamps?

12. How is the cafeteria meeting the sugar, coffee, meat, butter, and other shortages? Are more students bringing their lunches from home?

13. How are commercial students

taking care of typewriters? Have any taken jobs in Washington, D. C.?

14. What news is available about students or alumni now in the armed forces? Subject to war censorship regulations, this news is of great interest. And, is the college paper being sent to all of them?

15. What changes have been made in the educational program because of the war? What problems of personal conduct now require more attention from the counselor? What effort is being made to assimilate new students whose families have moved into the community to help in war work.

Cover the war news? No, these questions merely touch the surface. Moreover alert junior college journalists also can discover opportunities for effective writing on war topics in their editorial, guidance, critical, and feature columns. But here is a task for junior college journalists—an opportunity to serve its readers during this global war.

#### EDITS SOCIOLOGY BOOK

Dr. Elmer Pendell, of the faculty of Hazleton Undergraduate Center, Pennsylvania State College, has edited a new sociology text, *Society Under Analysis*. The volume, which is a collection of treatises by different authorities, presents a comprehensive view of the tensions and pressures that are molding modern society. In addition to editing the work, Dr. Pendell wrote or collaborated in writing four of the 26 treatises which appear in the book.

#### OFFICE FOR BREIDENSTINE

A. G. Breidenstine, dean of Hershey Junior College, Pennsylvania, has been elected to the presidency of the Southern Convention District of the Pennsylvania State Education Association.

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# The Instructor of Family Relations

ALINE WARD

*Editor's Note:* Miss Ward, member of the Committee on Education for Family Life of the American Association of Junior Colleges, contributes this article as the third in a series sponsored by the Committee and appearing in the current volume of the *Junior College Journal*. H. H. Tracy of Fullerton Junior College, California, as chairman of the Committee, offers the following comment:

"Most people who write upon this topic of teacher qualifications, seem to require an almost superhuman individual for the instructor in family relations. If we wait to find these superlative individuals we may lose many opportunities to assist our students. I would like to stress the personal qualities specified under group 'e' of Dr. Stone's and Dr. Groves' report as quoted by Miss Ward: 'Interest in and respect for youth.' To this I would add another quality, which to some may seem synonymous—'sympathy.' If we analyze the word 'sympathy' we find it means 'feeling with.' Dr. Fritz Kunkel, the noted German psychologist, says a counselor *must suffer with* his client before they can be on a common ground of understanding and therefore before the counselor will be able to help. Interest in, respect for, and sympathy with youth seem to summarize the qualities most needed.

"Facts and outlines are available; in truth we now have a most excellent group of reference materials. If one has lived a normal, wholesome life, has kept his youthful feeling and has respect for and sympathy with youth and their problems, such an individual will make a successful instructor for a family relations class. Let us not postpone the introduction of this most important offering because of this overemphasized fear that we do not have a faculty member prepared to teach the course. Select the individual with these personal qualifications regardless of his college major, and students will respond wholeheartedly."

Educational and cultural backgrounds, professional ratings, and the social, economic status of junior college instructors have recently focused the attention of investigators as the junior college movement, our newest and most significant college movement of the century, increases in academic and practical importance. Dr. David

Pugh's committee on the preparation of instructors for junior colleges has, by questionnaire methods, arrived at some interesting findings. Also the workshop projects with their opportunities of pooling ideas and worthwhile discussions carried on under several of our outstanding executives, have doubtless promoted teacher interest, effectiveness and efficiency. It may be frankly stated that junior college instructors have always been selected more for their broad training and personality qualities than on the basis of the quantity and length of research study. The practical trends and ideals of our organizations have assuredly profited by the expansive and extensive living interests of our faculties.

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ALINE WARD's interesting and varied background was sketched briefly for our readers in the December issue of the *Journal* in connection with her article, "Junior College Education for Emergency." We add here only something of her interest in the field of education for family life. Although now teaching English and American literature at Fairmont Junior College, (recently moved from Washington to Florida), Miss Ward has done advanced work in psychology and sociology which has helped develop her keen interest in the subject which she discusses here. Besides her membership on the Association's Committee on Education for Family Life, Miss Ward also serves on Dr. Ernest R. Grove's Committee on Organization for his annual Institute and Conference for the Conservation of Marriage. She has spoken before the Conference several times on courses in family life in the junior college.

The choice of an instructor for a course in family relations has its peculiar difficulties, as all executives who have introduced this subject have reason to know. In many cases it has been trial and error. Certainly it is not enough to be a sociologist, an



economist, a psychiatrist or psychologist, a master of home economics or even a traditionally beloved family physician—and yet to handle effectively a proper family course one should have a little of each of these professional ingredients. And the truth is that although the content is challenging and far removed from routine, there are few who voluntarily assume such responsibility as it entails. One's influence may easily be too much, too little, or none at all according to the accent he may in good faith place or fail to place upon certain ideas and objectives. If for example he stresses the physical aspects of marital life, he may be accused of being too "sexy"; if he stresses them too little, he is accused of inhibitions and of side-stepping the "main issue." The goal, we must grant, is more elusive than in factual subjects, yet possesses such far reaching results that the instructor, however experienced, has ever the sense of inadequacy to the task before him.

In the painstaking work which the Family Relations Committee has done by a national questionnaire certain interesting factors about instructors recur to invite our attention. In the public junior colleges there is, according to the count, usually only one instructor in family relations, but five institutions employed outside speakers. Of the instructors, 11 were men, 15 women between the ages of 24 and 50, 14 were married and had children while 12 were single. Their scholastic training varied in major interest with psychology, sociology and biology foremost. Two had published articles on the subject.

In the private junior coeducational colleges, the instructors were for the most part married men (14; single,

three) with scholastic training predominantly in sociology. In most of these colleges outside speakers assisted the course instructor.

In private colleges for women only there were mentioned five male instructors and 11 female—10 married and with children. In private junior colleges for men only, the number giving such courses were too few to make any helpful deductions except that no great interest or activity has been manifested in this group.

The textbooks used by the instructors varied little. Dr. Groves' *Marriage* and Dr. Roy Baber's *Marriage and the Family* are the favorites, although Folsom's and also Nimkoff's *The Family* were alternately mentioned, no doubt where the course under discussion is an integral part of the regular sociology courses.

The most definite and helpful statement which I have on the subject of teacher qualifications in our field appears in the mimeographed report of the Committee on Education for Marriage and Family Living of the National Conference on Family Relations, prepared by Dr. Olive Stone of the Richmond Professional Institute affiliated with William and Mary College, and Dr. Ernest R. Groves of the University of North Carolina. This statement follows:

#### Qualifications of Instructor

##### A. Scientific training and background:

1. Familiarity with the general teachings relating to marriage and the family to be found in (a) biology, (b) psychology, (c) economics, including home economics, (d) law, (e) medicine, (f) sociology.

2. Ability to interpret related sciences as they bear upon marriage and family living.

3. Willingness to keep approach broad rather than to allow one scientific specialty to monopolize or predominate.



B. Integrated personality:

1. Freedom from personal conflict and maladjustment.
2. Absence of cynicism and pessimism, on the one hand, and sentimentality on the other.
3. Honesty and integrity.
4. Good cultural background and community status.

C. Emotional maturity and security:

1. Preferably within marriage since this is the most secure and satisfying relationship for adults, if successful.
2. Without marriage if other qualifications are sufficient to outweigh this disadvantage. (It is no more essential in mastering the subject than that a criminologist should have experienced crime, or a doctor disease).

D. Objectivity:

1. Ability to present material without self-consciousness.
2. Willingness to keep oneself in the background.

E. Interest in and respect for youth:

1. Understanding of growing-up process.
2. Shock-proof receptiveness and patience.
3. Open-mindedness and resilience.
4. Approachableness.

F. Knowledge of teaching methods.

To meet the magnitude of these requirements one must, as you see, at least aspire to superhuman powers and personality which few can possess or approach. Approximation is the most we can hope for, and the ideal which Dr. Stone and Dr. Groves have set for us is attainable only by that continuous growth which Dr. Groves himself ever stresses in his books as the essential element of success and happiness in marital relationships. Those of us already deeply involved in the obligations of such instruction may take courage from the fact that after all it is rather the search for truth than its complete realization which is of the greatest value to us and to our students.

### CHARTERS HAS NEW POST

W. W. Charters, director of research at Stephens College, Missouri, is on

leave of absence for the duration to administer the Training Division of the War Manpower Commission in Washington, D. C. The division is responsible for carrying on training for industrial workers through the NYA, the Vocational Division and the Agricultural Training Division of the Office of Education, apprentice training carried on by industry, and the training of foremen. The present budget for the Training Division is \$200,000,000.

### READING COURSE

Frances Shimer College, Illinois, has planned a free reading course as a part of a larger program to encourage increased use of library facilities by students. All members of the faculty will participate by submitting lists of significant books in their respective fields of knowledge. A syllabus will be compiled from these lists and distributed to students. Any student who reads 10 of these books and submits satisfactory reports on them will receive a credit for one semester hour. The Library Committee of Frances Shimer College invites correspondence from other junior colleges which have free reading courses or contemplate inaugurating them.

### INTELLECTUAL BANKRUPTCY

"We now see that the large universities will emerge from the war at least as prosperous as they went into it," said President Hutchins, of the University of Chicago, at the annual dinner meeting of the trustees of the University in January. "The real danger that these universities run is intellectual bankruptcy. If they are intellectually bankrupt, the country will be so, too; for it can hope for little aid from the smaller institutions."

## Wartime Activities

### LETTERS TO SERVICE MEN\*

Junior colleges everywhere are asked to cooperate in the war effort in every possible way. The response is most gratifying. Courses have been changed, new ones organized, old ones better taught. Objectives, materials, methods, and procedures have been re-examined and tested in terms of their contribution to our war aims. Collateral reading centers around the preparation of our men students for actual participation in the armed forces. Fundamentals in English are being taught as never before since the demand in the armed forces is for young men who can write, speak, and read. New projects find their way into every course.

Our English department at Kemper is stressing the composition of letters—military, personal, and business letters. One of the projects which has been adopted with eagerness by the cadets has come as a suggestion from one of the instructors in the department. In a private school such as ours, we are continually in touch with all our Old Boys. A list prepared by our Executive Officer has furnished us with the names of all our Old Boys in the service—over 800 in all—and with addresses in camps from Maine to California and with A. P. O.'s in San Francisco and New York.

Each cadet has taken one or more of these names and has written a friendly letter to the Kemper man in service. He has told him of the changes in our regulations here, about the

changes that have taken place in plant and faculty since the Old Boy attended the school, the success of the football team, the changes in privileges, the corps organization, something about himself, and other items that come to mind. These letters are handed in to the instructor for a check of spelling, organization, and sentence structure before they are rewritten and mailed; but no attempt is made to dictate what the cadet may say in his letter. The letters remain young, enthusiastic, written from the cadet's viewpoint, and usually full of intelligent questions about the particular branch of the service to which the Old Boy belongs.

As the replies come in, each student brings to class the letter he has received and reads it aloud. The response from these men in service has exceeded all expectations. Their letters, in many cases models of composition, have been instructive as well as interesting. Each service man has told the present cadet something about his work, his branch of service, and has given vocational advice to the student now in school.

Christmas letters, as a class project in English, have also been written to each service man from Kemper in sufficient time so that all will receive a letter near the holiday season. The letters from Old Boys have been full of praise for the project; and since the cadets have enjoyed the project as a composition exercise, it is concluded that the results noted are quite worth the effort and the small amount of expense involved.

HERBERT M. PENICK

Kemper Military School  
Boonville, Missouri

\*Other institutions which may be planning similar action should consider recent requests on the part of the War Department for restriction of mail to members of the Army in foreign service.—Editor

### WAR DEPARTMENT PRICES

Appraisal values and actual purchase prices paid by the War Department for the plants of three junior colleges have recently been announced by Robert P. Patterson, Undersecretary of War. National Park College, Maryland, with 500 rooms, was appraised at \$870,000; the purchase price was \$855,000. Arlington Hall Junior College, Virginia, with 100 rooms, was appraised at \$604,000; the purchase price was \$650,000. Harrisburg Academy and Junior College, Pennsylvania, with 135 rooms, was appraised at \$426,964; the purchase price was \$300,000.

### HARDIN COURSES

Hardin Junior College, Texas, is sponsoring several wartime courses under the direction and supervision of the University of Texas by means of Federal expenditures of the U. S. Office of Education. These courses are operated through the channels of the ESMWT and are as follows: beginning radio, advanced radio, industrial engineering mathematics, industrial engineering physics, and industrial engineering drafting and blueprint reading. Through the channels of the regular college, courses are offered that contribute directly to the war effort in aircraft machine shop, horology, pre-engineering (chemical and civil), navigation, meteorology, and civil air regulations. Offerings in physics and mathematics are being intensified.

### RABUN GAP SERVES

Rabun Gap-Nacoochee School, Georgia, has former students fighting on all the battlefronts of the world in every branch of the armed services, while junior college students at home are

busy with two matters: (1) the production of food and materials for the armed forces and the civilian population; and (2) making plans for the world after the war. The college is now producing an ever-increasing surplus of food for the market, some of which is going to the civilian population and the rest directly to a nearby Army camp.

### LASELL WAR WORK

The various departments at Lasell Junior College, Mass., have undergone certain changes in curricula emphasis to condition students to face the problems of war. The science department is training young women in laboratory technique for positions in government and war industries as research specialists and laboratory technicians. In the department of mathematics, instructors are stressing accuracy so that young women might better fill positions requiring exactness. The crafts classes are constructing miniature airplanes needed by the Army and Navy for planning battle maneuvers. The physical education department is untiring in its efforts to develop healthy bodies to meet the strenuous demands on health during wartime.

### PENNSYLVANIA REPORT

The Johnstown and Erie centers of the University of Pittsburgh, Pa., are attempting to contribute within their resources to the war effort. The programs were accelerated by adding summer semesters during the past summer. From the beginning of the establishment of Defense Training courses, now the ESMWT, courses have been offered at both Johnstown and Erie. During the current semester, eight ESMWT courses are being offered at Johnstown

with a total of 235 enrollments; at Erie, 14 ESMWT courses with a total of 414 enrollments. Intensive evening courses in mathematics, including algebra, trigonometry, and navigation, are being offered on the same plan as they are offered on the University of Pittsburgh campus. Members of the Pittsburgh mathematics faculty have been offering the courses in navigation.

C. Stanton Belfour, assistant director, is a Lieutenant in the U. S. Naval Reserve. M. H. Trytten, assistant professor of physics at Johnstown, is on leave of absence working with the National Defense Research Committee of the Office of Scientific Research and Development. George L. Fahey, instructor in psychology and education at Johnstown, is a Lieutenant in the Army Specialist Corps. William Coyle, instructor in English at Erie, is with the Marine Corps. Elmer S. Osberg, instructor in English at Johnstown, is with the 69th Medical Regiment at Camp Maxie, Texas. Many of our former junior college students are also in the armed forces. The one who has received the greatest national publicity is "Buzz" Wagner. We are equally proud of all of these men because we are confident that they are all performing their duties with the same devotion and efficiency with which they worked as students and instructors at the junior colleges.

F. W. SHOCKLEY, *Director*

Extension Division  
Univ. of Pittsburgh  
Pittsburgh, Pa.

### NEW LONDON SUSPENDS

New London Junior College, Connecticut, will suspend activities this month for the duration, President Richard P. Saunders has announced. Since

more than half the students of the college are young men and most of them are destined to enter the armed services during the next few weeks, the college had no other alternative. In an official statement, however, Dr. Saunders expresses the hope that the college will resume activities following the war. "It is the hope of all of us that the college assets can be kept intact," he states, "and that plans can begin to go forward at once looking to the resumption of normal activities at the close of the war." The college was begun in 1939 and in its short existence has taken a prominent place among the leading junior colleges of the country.

### WEBER FLIER-DRIVER

The first Utah young woman to solo under the CAA training program was a student at Weber College, Helen Fuller. In her spare time, it is reported, she's learning to drive an automobile.

### FRANCES SHIMER PROGRAM

Several activities have been started this semester at Frances Shimer College, Illinois, in an effort to help young women adjust to a world at war. The college is cooperating with the community in organizing a nursery school to help care for young children, especially children from homes where the parents are employed at a nearby ordinance depot. To help meet the need for surgical dressings, a unit for this purpose has been organized on the campus so that leisure time can be employed. A constant expansion of courses in the commercial field is planned. The contents of other courses are being changed to include more instruction in such fields as community service, rec-



recreation, delinquency, nursing, health, dietetics, and the practical aspects of mathematics and physics.

#### PANHELLENIC PLANS

The National Junior College Panhellenic Council is directing much of its time and all of its interests toward programs and guidance policies that will put into effect the training and values of its constituent organizations as character-building groups. For the duration of the war its schedule of work will set aside all social affairs in favor of those activities that will make members and chapters best fitted to meet the needs of the country and support the campus programs for war and defense. National guidance and the leadership of the officers and students will be felt in preparing the organizations for this constructive work.

#### OPA COURSE

A new course is offered at Stockton Junior College, California, this year which was originated by the Office of Price Administration. The purpose of the course is to educate those who are not actively participating on the battle front to do their part on the home front. Instruction is given in inflation, price ceilings, rationing, wartime savings, care of home furnishing and equipment, and war against waste.

#### MEETING THE CRISIS

The New Haven YMCA Junior College grew out of the crisis created by the last World War. The college was established to aid in rehabilitating members of the American Expeditionary Forces. Through the years its function has changed. Since the depression the college has developed a

cooperative work-study program. Recognizing that learning is not a process confined to the classroom, the college has attempted to coordinate the work and study experiences of its students. Beginning with men who are employed in full-time jobs, the college has attempted to organize evening educational experiences which will take cognizance of the total learning experience. The present crisis has intensified the cooperative relationship of the college with industry.

The college has continuously asked business and industry to assist in answering four questions: Who are the men to be trained? What training needs of these men can the college serve? How can these needs best be served? How well are the needs being served? These questions require the continuous survey of business and industrial needs by visitations and group conferences. They require joint industry-college curriculum committees, cooperation in the selection and follow-up of students, and the exchange of information concerning the progress of the student in the college and on the job.

These activities have no set pattern; they are, rather, the result of years of serving, planning, and evaluating. With the largest enrollment in several years, the college now is attempting better to coordinate study and work experiences. Following the suggestions of business and industry, representatives of the college recently visited more than 100 industries in the New Haven area to discuss means of closer cooperation. . . . Some 80 companies are assisting in selecting students and in planning study programs. In addition, companies have volunteered to cooperate by developing in-service training programs which are coordinated with college study, by eliminating or reducing overtime, by pro-

viding counseling service on the job, and by providing confidential information concerning future plans for the student in the company. This list is by no means exhaustive, but it is indicative of the 14 different patterns of cooperation which have developed. . . .

Eighty companies have developed individual patterns of cooperation. Eighty per cent of the junior college students are employed in those 80 companies. The junior college, because of its particular nature, experienced a 25 per cent increase in enrollment this year. The total increase of enrollment came from these companies. These facts seem significant, as does the fact that the percentage of "drops" from these 80 companies has been only one-third that of companies which have not developed patterns of cooperation.—From an article, "The Opportunity of Crisis," by L. L. Bethel and J. W. Wilson in *Journal of Higher Education* for October, 1942.

#### NORTHERN OKLAHOMA LETTER

The war is having a tremendous influence on life on our campus. Civilian pilot training, being given to Army and Navy reservists, has expanded, requiring an extensive ground school program and absorbing both residence halls for housing purposes. Enlistment in the several reserves of the armed forces has been brisk. Compulsory physical education courses for men and health education for all students are now required. An obstacle course for physical fitness is under construction. A larger percentage of men are enrolling in science and mathematics courses in preparation for fighting a war of mechanical skills. The preparation of students trained in the secretarial and business skills is another contribution to the

war effort. All college courses are being presented with an emphasis on the freedoms for which we fight.

Many people seem to have an impression that the participation in these war activities might cause the elimination of the regularly scheduled college program. Such is not the case. There is a greater need for college trained men and women than there has ever been. The present student body are much more serious in purpose than they have been for years. The regular college programs, fitted to war needs, will be carried through as planned. Only in the event of an order commanding our facilities for exclusive use of some war agency, will it be discontinued. Northern Oklahoma Junior College is "all-out" to help win the war, but still provide trained leaders for the inevitable reconstruction.

LOREN N. BROWN, *President*  
Northern Oklahoma Junior College  
Tonkawa, Oklahoma

#### 1,000 STUDENTS SERVE

Los Angeles City College, California, has already given 1,000 former students to the armed forces of the United States. A memorial bunting placed in front of the college administration building contains a star for each of these 1,000 men in the service. Twelve stars are in gold in honor of men already killed in action.

#### STRETCHING DOLLARS

Pasadena Junior College, California, has organized a Consumer Information Center to help students adjust to new regulations concerning rationing and ceilings and to supply information on ways of prolonging the usability of scarce articles and conserving materials

urgently needed in vital industries. Posters illustrating conservation points line the walls of the center, informative booklets and pamphlets are distributed, and substitutes which industry is producing to take the place of critical materials are on display.

### 32 NEW COURSES

San Francisco Junior College, California, has instituted 32 new courses since December 7 as a means of contributing to the war effort. These include Winning the War, Civilian Defense, Weather Elements, Map Interpretation, Practical Air Navigation, Marine Navigation and Nautical Astronomy, Aviation Photography, Laboratory Operations, History of Air Power, Nutrition, Bacteriology, Victory Gardening, Chemistry and Physics for Firemen, and others. During the present semester the college is also carrying on an in-service training program for employees of the Office of Price Administration. This program includes courses in typing, stenography, business English, and public speaking.

### OCEANSIDE SERVICE FLAG

Oceanside-Carlsbad Junior College, California, has 172 stars on its service flag representing former students now in the armed forces. Three gold stars commemorate three students killed in action.

### MEDICAL SECRETARIES SERVE

Three graduates of the medical secretarial course at Lees-McRae College and Grace Hospital, North Carolina, have recently been placed as record librarians in three important southern medical units—Drummond-Fraser Hospital and Clinic, Sylacauga, Alabama; Rowan General Hospital, Salisbury,

North Carolina; and Moore County Hospital, Pinehurst, North Carolina. Four young women have also just begun their internship at Grace Hospital, and will be ready for positions in the spring. Over 50 students are enrolled in the course this year, the largest number since the course began. The course boasts a 100% placement record.

### SPECIAL EDITION

The *Iowa Falls Citizen* has published a 12-page edition of its paper as a special Ellsworth Junior College edition. The Iowa newspaper calls attention to military training offered at the junior college, teacher training courses leading to state teaching certificates, other terminal courses, and the interesting history of the college from academy to normal training and business school, then into a four-year college, and now a successful two-year college.

### INFANTRY STENOGRAPHY

Pasadena Junior College, California, has been chosen by the U. S. Army to give business training to soldiers selected for this special study on the basis of aptitude and intelligence. The school is called the 35th Infantry School of Stenography in the Southern California Sector. During the short period of 12 weeks, Pasadena business instructors teach the soldiers shorthand, typing, filing and Army correspondence, work that usually requires one year.

Of all educational movements in this country, that of the two-year college is the most significantly American. Its roots lie deeply in the needs of youth in a great democracy.—From announcement of Anoakia Junior College, California.

## Reports and Discussion

### ORIGINAL CONTRIBUTION\*

The junior college is one of the few original contributions of the United States to its educational set-up. Most of our schooling, both public and private, has its origin in Old World systems. The United States can claim most of the credit for junior high schools, summer camps, private vocational schools, and the junior college.

The junior colleges represent a typically democratic answer to a need in the educational set-up. They are a twentieth century answer to a demand for a new type of modern higher education. In 1900 there were only a score of them in the nation, largely in the far west. This year the number has gone above 600, and a number of new ones will be opened this fall.

What has caused this remarkable growth in a new field of college training?

First of all, there is a tremendous reservoir of young people in our country who want one or two years of education beyond high school. The traditional college and university course is laid out on a four-year plan. From the beginning, the leaders in the junior college field have recognized that there ought to be one and two-year terminal courses in higher education. The American Association of Junior Colleges has recently completed a comprehensive study of this problem. Its findings are encouraging; every indication points to the fact that increasing numbers of young people will want some experience in higher education.

Just as the Latin grammar school was added to the pioneer common school, as the Academy was added to the grammar school, as public high schools largely supplanted the academies, so the junior college is being added to today's high schools. It means that thousands of future citizens will be able to get more training before taking their places in society.

Second, this modern type of higher education has taken cognizance of the fact that young people are keenly concerned about vocational training.

The junior colleges as a whole have built their curriculums with this fact in mind. They offer vocational and pre-vocational training along with general cultural subjects. There have been a great many surveys among young people during the past decade, and one fact stands out above all others. Most young people of high school age are beginning to think about finding a job. The job itself is not always the main goal, it is true. But all that life seems to hold most precious to young citizens is tied up with this problem of economic security. The great majority of young people want to establish homes; therefore they want to be prepared vocationally to earn a reasonable amount. The junior colleges have recognized this vital need of youth, and are helping prepare them for economically satisfactory places in society.

Next, in addition to those boys and girls who want a year or more of higher education and to whom junior college appeals, there is another group which inclines toward this schooling because of the financial aspect. This is admittedly a difficult phase to discuss.

\*Reprinted from an article "Amazing Increase of Junior Colleges Due to Way They Meet Needs of Youth," by Haydn S. Pearson, in *Christian Science Monitor*.



The fact is, however, many families can afford one or two years of college for their young people; three or four years might well be an unreasonable sacrifice.

A fourth reason for the growth of junior colleges during the first four decades of the present century is that the program is flexible. We have already mentioned the vocational subjects in the curriculum. In addition, in most junior colleges, if a student is deeply interested in one field such as music, art, dramatics, or other subjects, the program can be built around that major interest.

The junior college leaders are successfully building a new type of higher education in the United States. The growth in numbers and influence is a tribute to the democratic spirit of the nation. Junior colleges were needed; private initiative and public influence both responded. There is a place for both public and private junior colleges in American education.

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#### AN OPEN LETTER

Members of Executive Council of Pennsylvania State Education Association:

According to the 1942 *Directory* of the American Association of Junior Colleges, there are now in the Commonwealth of Pennsylvania a total of 24 junior colleges, a number surpassed by only seven states in the union. This group of institutions, five of which are classified as publicly controlled and nineteen as privately controlled, represents a total of 227 full-time faculty members and approximately an equal number of part-time instructors.

At present there is a regional organization with which these colleges are privileged to associate, namely the Junior College Council of the Middle States, comprising the institutions of New York, New Jersey, Delaware, Maryland, Dis-

trict of Columbia, and Pennsylvania. Of course, most of the Pennsylvania junior colleges are affiliated as institutions with this organization. Needless is it to point out that the Middle States Council is doing—and no doubt will continue to do—a fine, progressive, outstanding service of educational and professional leadership for its member, as well as its nonmember, associates in the junior college field.

However, and this is in essence the point of this communication, there is in Pennsylvania no purely state junior college association as there is in so many other states, such as Connecticut, Illinois, and New Jersey—to name only a few. This frankly has seemed to many serving in our junior colleges an unfortunate situation. Naturally, the present lack of state organization is readily understandable if one but stops to realize that it is only within the last decade that the junior college has assumed any proportions in this state. Actually 15, or about 65 per cent, of the present existing two-year college organizations in the state have come into being since 1931.

Rather than setting up a separate association in this state, however, I should like to propose to the Executive Council of the Pennsylvania State Education Association that a Junior College Department be set up within the present state organization. There is nothing new in this proposal, let me add, since similar departments have already been established in several other state teacher associations. Such a proposal would seem to me to be in complete accord with the program and policy of the Pennsylvania State Education Association and at the same time be of considerable service to the many educators engaged in the teaching and administration of Pennsylvania's junior colleges.

This proposed department would not, I might emphasize, eliminate nor even substitute for the existing Junior College Council of the Middle States; but rather, would it serve to implement among our own state institutions the excellent work now being carried on through that agency. As a matter of fact, a department in the PSEA would in most respects serve an entirely different purpose from what the present organization seeks to serve.

Let me illustrate: Enlightened schoolmen are today well aware that education is a continuous process; hence there must be an integration of educational units from the very bottom to the very top. In effect, such integration, in order to be any other than theoretical, must first of all take place among the most vital forces in the educational pattern—briefly, the instructors themselves. What better place is there for this than an association which includes among its membership all of these training levels?

Junior college faculties and administrators above all are awake to the fact that the problems of training of post-high school youth are immediate with those of secondary education. They would undoubtedly be among the first to admit the desirability of a close contact with the high school organization. Would not a Junior College Department in the PSEA permit both groups to fraternize and thus promote mutual understanding of their problems?

Inherently the problems of junior college educators are common with those of all others engaged in the task of educating youth in the ways of democratic living and understanding. Certainly the purpose of the PSEA is the common purpose of all those in the teaching profession, whatever the educational level may be. Assuredly affiliation with this outstanding state educational group

could not but help the many junior college staff members who would take an active interest in its work; likewise their efforts, let us hope, would serve to strengthen the organization itself.

It is not my purpose at the moment to plead the case either way, rather has it been my intention simply to bring the matter to your attention. This public proposal has been made in the hope also of bringing the situation to the focus of educators in general, junior college educators in particular.

Respectfully submitted,

ROY E. MORGAN

*Assistant to the Supervisor of  
Undergraduate Centers.*

The Pennsylvania State College,  
State College, Pennsylvania

NOTE: This letter was submitted at a meeting of the Executive Committee of the Pennsylvania State Education Association held at Harrisburg, Pennsylvania, on March 18, 1942, but as yet no action has been taken on it.

It is paradoxical but true that education, which represents progress, is a little behind the times today. One of the great difficulties is the gap between high school and college. The young American finishes his public school course and then either stops or goes forward according to the financial ability of his parents or his own willingness to earn his support in college or university. For the millions of youths who want more than a high school education and less than a college degree, the junior college offers the solution. It should be a major part of our future Texas educational program.—Editorial in Dallas (Texas) *News*.

The junior colleges have grown with such rapidity during the past two decades largely because their clientele has hitherto been neglected by American education.—W. H. COWLEY, *President*, Hamilton College.

## *Junior College Music*

Esther Goetz Gilliland, *Editor*

Woodrow Wilson Junior College, Chicago

### MUSIC IN WARTIME

The National Institute of Music Education in Wartime met Nov. 12-15 at the Morrison Hotel in Chicago with music educators from 30 states and Washington D. C. representing national music organizations and the government, in conference on methods and means of converting music facilities to the war effort. Sponsored by the Music Educators National Conference and the NEA as well as the National School Band, Orchestra and Vocal Associations and combining annual meetings of the Illinois Music Educators Association, the MENC Board of Directors as well as other national boards of control, this occasion made Chicago the Mecca for leaders in all fields of music endeavor. The mere listing of all the groups and delegates participating would tax the limits of this publication, such was the magnitude and importance of this institute.

The first sessions were combined with the School Broadcast Conference with special emphasis on radio music education in the war effort and leaders in both fields frankly telling each other how music educators can help radio and how radio can help us. The seven sessions held under competent leadership demonstrated the value of careful planning and the quality of cooperation and leadership that we as music educators have at our command. It should be a source of great satisfaction and encouragement for us to realize that our government and educational groups are so alert to the possibilities of mobilizing every means to insure victory.

Of special interest to junior college educators was the session devoted to the development of student cooperation and leadership. "Song Starters" or "Key Men" are a part of Michigan's organization plan under Jo Maddy's direction; singers who know the words and can start informal groups to singing any and everywhere. The value of student government was brought out and the fact that leadership is something to assume and should not come by appointment. Singing and directing singing provide a definite contribution to morale as well as developing incentive and character in our students. This is a Singing America of 40 million children, not just bands and orchestras.

The Victory Song Writing Project was presented by Nancy Larrick, Educational Consultant, U. S. Treasury Dept., War Savings Staff, as one answer to the question of what can be done to stimulate original composition in students. The MENC president, Lilla Belle Pitts, emphasized these facts:

We have to make adjustments between our standards and the needs of an emergency; we must meet abnormal times with abnormal procedures; we are saving democracy by taking part in a patriotic program and lending our support to the government, for we are the government; we must expend our material resources and our spirit. The essence of democracy is the belief in people. Giving help in little things makes leadership.

Russel Morgan of Cleveland, presiding at the discussion on "What procedures can give effective help to teachers who are pressed into emergency service in school music programs" urged the preservation of objectives with the teaching procedure changed; the preparation of programs ready for quick

calls; audience participation at all patriotic programs; the participation in community affairs such as inductions, flag raisings and civilian defense meetings as well as radio programs for government agencies; the organization of a patriotic music activity committee in each city to act as a clearance for all requests and to pass upon the worth and remuneration of each request; the building of a song leader corps; the need for music in factories to speed production and to lower the accident rate.

J. Leon Ruddick, also of Cleveland and president of the North Central Music Educators Conference, suggested means of helping the vocal teacher who is called upon to assume the duties of the band or orchestra instructor, and John Kendall of Denver did as much for the instrumentalist who is drafted to take over the vocal program. John Beattie, dean of Northwestern, suggested expansions in the teacher training institutions to meet the war demands.

A. D. Zanzig, Consultant on Community Music Organization, U. S. Treasury Dept. War Savings Staff, gave a workshop demonstration on Overall Community Participation with valuable contributions by discussion leaders. Capt. Ernest A. Smith, Chief of Band Instrument Supply Section, OMC, and Wm. C. Mayfarth, Chief, Musical Instruments Section, WPB, gave first-hand information on priorities of band and orchestra instruments and the necessity for conservation. They both assured us that the government would not deprive the school children of the opportunity of playing on school instruments, no matter how great the need. They made a plea for all instruments not in use by private individuals, to be sold to the government for its

bands. A plea was made by Capt. Harold Bachman for instruments of all kinds for recreational activities of men in service. The Boy Scouts are co-operating by gathering these in all localities. Capt. Bachman and Capt. Wayne King visit camps in the 6th corps area encouraging these activities. "Music does something for soldiers. It makes marching faster and less fatiguing and banishes fear."

Mr. Mayfarth said:

The supply of instruments is crucial. No materials are available and the enormous demands will probably increase. There may be a shortage in Army bands if the war lasts long and the seven and a half million Army materializes. Get the unused instruments out. We won't take them if the boys or girls are using them, tho.

Capt. Ernest A. Smith:

I am convinced you are doing your job. Stay on that job. There are enough misfits in the Army now. Music is most necessary to win.

#### EDUCATION THROUGH MUSIC

Hobart H. Sommers, Dean of Austin Evening Junior College, Chicago, and former vice-president of the North Central Music Educators Conference, in addressing the Illinois Junior College Music Educators Council said:

Our main job is to win the war; to save the things we have built up; to save our homes and happiness. One of the great developments of our civilization is public school music. As more and more men teachers are called to the service the instrumental leaders will be practically depleted and vocal teachers (mostly women) will have to take over the work, doing double duty, carrying on as best they may to preserve the ideals and uphold the standards built through years of effort. All schools and colleges will be tremendously affected as the majority of young men are called to service. Those remaining at home are charged with a great responsibility of maintaining the greatest cultural program ever conceived. We must cooperate with all other departments; do everything asked of us and more; music must be made essential because of the tendency of outsiders to cut subjects they think non-essential. The life of music after the war is dependent on our efforts for its very existence now.

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## From the Secretary's Desk

### JUNIOR COLLEGE GROWTH

More than 17 per cent increase in enrollment in the junior colleges of the country is shown by an analysis of the data appearing in the "Junior College Directory 1943," which was published in the *Junior College Journal* for January 1943. The enrollment has increased in a single year from 267,406 (as reported last year) to 314,349—a distinctly significant growth of 17.6 per cent. In the past four years the enrollment in the junior colleges of the country has more than doubled.

The number of junior colleges reported this year is 624 as compared with 627 in the Directory for the previous year, a net decrease of only 3, in spite of unusual losses due to wartime closing of several institutions.

The number of junior colleges in continental United States and the enrollments reported in them as shown by the directories for the past 15 years, have been as follows:

Year	Number	Enrollment	Percentage increase
1928	408	50,529	.....
1929	405	54,438	7.7
1930	429	67,627	24.2
1931	436	74,088	9.6
1932	469	97,631	31.8
1933	493	96,555	-1.1
1934	514	103,592	7.2
1935	521	107,807	4.1
1936	518	122,311	13.5
1937	528	129,106	5.6
1938	553	136,623	5.8
1939	556	155,588	13.9
1940	575	196,710	26.4
1941	610	236,162	20.5
1942	627	267,406	13.2
1943	624	314,349	17.6

The enrollments given are for the previous completed academic year; that is, the enrollment reported in the

1943 Directory is for the college year 1941-42.

The 1943 Directory contains the names of 27 institutions which were not found in the 1942 Directory. On the other hand, 30 names have been dropped. The new institutions include a group of six evening junior colleges in California.

On account of wartime conditions unusual interest attaches to the enrollment for the current year, 1942-43, but the complete facts cannot be known until the year is over. Reports from 416 junior colleges received up to October 8 indicated a median decrease in enrollment of 19 per cent (publicly controlled, 25 per cent; privately controlled, 12 per cent). Many of those reporting stated that the figures referred to regular students only. Frequently an increase was reported in special students. It is probable, therefore, that the total enrollment for the current year will not be greatly different from the 267,000 reported two years ago.

In the past decade there has been an increase of 27 per cent in the number of junior colleges reported and an increase of 226 per cent in the enrollment in them.

The figures tabulated above give enrollments on approximately a comparable basis for students on the college level, except that 8,468 students are included in the junior colleges or lower divisions of 11 universities which have been admitted to active membership in the Association. On the other hand, enrollments in the "lower divisions," or last two high school years, of 33 four-year junior colleges are not included

in these total figures. This additional enrollment amounts to 22,394.

Number of junior colleges and enrollments by regional areas are as follows:

Region	Number	Enrollment
New England .....	50	13,115
Middle States .....	68	24,131
North Central .....	226	70,027
Southern .....	187	52,119
Northwest .....	24	10,147
Western .....	69	144,810

The largest number of institutions is found in California, with 69, followed by Texas with 42, and Iowa with 35. There are 23 states with 10 or more junior colleges each.

#### *Public and Private Colleges*

Of the entire group of 624 junior colleges, 279 (44 per cent) are publicly controlled institutions, while 345 (56 per cent) are under private control. Corresponding figures for last year were 279 publicly and 348 privately controlled. The publicly controlled institutions, however, have much the greater proportion of the enrollment. No less than 76 per cent (last year 74 per cent), or 238,846 students, are found in the publicly controlled junior colleges as compared with 75,503 in the privately controlled institutions.

Increased enrollments are found in the publicly controlled junior colleges in 18 states, and decreased enrollments in only 17 states, the net increase being 41,471 students, or 21 per cent, as compared with a similar increase last year of 17 per cent. The largest increase in enrollment occurred in California with a growth of 35,478. California also has the largest enrollment of any state, with 141,564, or 59 per cent, more than half, of the public junior college enrollment of the country. Texas is second and Illinois third. Last year Illinois was second and Texas third.

Increased enrollments are found in

the privately controlled junior colleges in 17 states, and decreased enrollments in 25 states, the net increase being 5,472 students or 8 per cent, as compared with a similar increase last year of only 3 per cent. New York has the largest enrollment in privately controlled junior colleges, with Connecticut second, and Massachusetts third.

#### *Institutional Changes*

As reported above, the 1943 Directory contains the names of 30 junior colleges which did not appear the previous year. Eight of these are publicly controlled junior colleges while 22 are privately controlled ones. Some of these newly listed junior colleges did not give the date of beginning of their junior college work; others have been in existence for several years but have not been listed previously. The names of the 17 new institutions definitely reported as beginning junior college work in 1941 or 1942 follow:

##### *Publicly controlled*

Citrus Evening Junior College, California  
Grant Union Junior College, California  
Napa Junior College, California  
Napa Evening Junior College, California  
Sacramento Evening Junior College, California  
San Bernardino Evening Junior College, Calif.  
San Jose Evening Junior College, California  
Stockton Evening Junior College, California  
Norfolk Junior College, Nebraska

##### *Privately controlled*

Anoakia, California  
Wesley Junior College, Delaware  
St. Joseph's Teacher Training School, Florida  
Culver Junior College, Indiana  
Kentucky Female Orphan School, Kentucky  
Fisher School, Massachusetts  
Fairleigh Dickinson Junior College, N. J.  
Warren H. Wilson Vocational Junior College, North Carolina

#### *Type of Institution*

The junior college prevailingly is a coeducational institution, 471 (75 per cent) being reported of this type. Three institutions for men are found in the publicly controlled group, all of the

others being coeducational. In the privately controlled group, 39 are for men, 111 for women, and 195 coeducational.

Of the publicly controlled institutions, one is Federally controlled (Canal Zone), 46 are state controlled, 55 are in independently organized junior college districts, and the remaining 177 are local or municipal institutions controlled by the locally elected public school boards.

Fifty-six per cent of the privately controlled group are reported as under denominational auspices, the Catholics leading with 48 institutions, followed by Baptists, 39; Methodist, 38; Presbyterians, 20; Lutherans, 16; Episcopalians, 5; Seventh-day Adventists, 5; and 13 other denominational groups with one to three each, 23.

Of the privately controlled institutions not under denominational auspices, 115 are operated on a nonprofit basis with control vested in a board of trustees, while 36 are classified as proprietary.

Twenty-six of the institutions listed (4.2 per cent) are Negro junior colleges. All but three of these are privately controlled institutions. In addition there is one junior college for Indian students.

#### *Size of Colleges*

The size of the 612 junior colleges for which 1941-42 enrollments are reported may be summarized as follows:

Enrollment	Number of Colleges		
	Total	Public	Private
0- 49 .....	70	15	55
50- 99 .....	101	27	74
100- 199 .....	166	63	103
200- 299 .....	84	43	41
300- 399 .....	59	31	28
400- 499 .....	30	16	14
500- 599 .....	12	9	3
600- 699 .....	4	3	1
700- 799 .....	14	9	5
800- 899 .....	7	5	2
900- 999 .....	6	5	1

1,000- 1,999 .....	31	23	8
2,000- 2,999 .....	12	9	3
3,000- 3,999 .....	3	3	0
4,000- 4,999 .....	3	3	0
5,000- 5,999 .....	2	2	0
6,000- 6,999 .....	3	3	0
7,000- 7,999 .....	1	1	0
8,000- 8,999 .....	0	0	0
9,000- 9,999 .....	2	2	0
13,000-13,999 .....	1	1	0
25,000-25,999 .....	1	1	0
	612	274	338

While the junior college is still a comparatively small institution in many parts of the country, much too small for the greatest educational efficiency in many cases, yet it is growing steadily. More than three-fourths of those with less than 100 students are privately controlled. Half of the 42 publicly controlled institutions with less than 100 students are found in the single state of Iowa. It is significant that there are 191 institutions which have enrollments greater than 300 as compared with 204 of this size last year; that 59 exceed 1,000 as compared with 48 last year; and that 28 exceed 2,000 as compared with 20 last year.

The largest total enrollment is reported by Sacramento Junior College, California, with 25,152 of whom 22,679 are classified as special students, showing the unusual extent to which this institution is meeting the varied needs of the adults of the community as well as those of regular students. Nineteen California public junior colleges report enrollments of special students in excess of 1,000 each. The total California enrollment of special students is 99,258 as compared with 45,552 regular students.

The striking increase both in number and in proportion of special students is a phenomenon of the past five years. For each of the five years from 1933 to 1937 the specials comprised less than 15 per cent of the total enrollment.

Beginning in 1938, however, there has been a steady increase until the present Directory for the first time shows that more than half of the total enrollment are specials, the number having increased more than seven-fold in that period. Data for six years are as follows:

Year	Total	Percentage	
		Special	Special
1938	136,623	20,750	15.2%
1939	155,588	33,204	21.3
1940	196,710	52,849	26.9
1941	236,162	73,371	31.1
1942	267,406	102,369	38.3
1943	314,349	158,425	50.4

The largest enrollment of regular students is found in Los Angeles City College, with 8,992. Pasadena Junior College is organized on the four-year basis, although for comparative purposes the enrollment is reported only for the two "upper division" years. If the "lower division" enrollment of 8,295 were added, it would give a total enrollment in the institution of 17,862. Wright Junior College, Chicago, with 4,450, ranks second in terms of full-time regular students. If the enrollment of the six Chicago public junior colleges were combined it would give a total of 12,553 junior college students for the city.

Average enrollments for the past seven years, and also for the year 1929-30 in both publicly and privately controlled institutions reporting enrollment data, may be summarized as follows:

Year	Total	Public	Private
1929-30	162	240	115
1935-36	255	406	136
1936-37	260	387	152
1937-38	285	453	152
1938-39	349	556	181
1939-40	397	652	202
1940-41	429	707	203
1941-42	514	872	223

This analysis indicates that the publicly controlled institutions have made a marked increase in average size, almost doubling in four years, and in-

creasing an average of 165 students per institution in a single year. The increase in size of the privately controlled institutions has been slower but substantial. The average size of all junior colleges increased 20 per cent between 1940-41 and 1941-42.

Enrollment by Classes

Enrollment by classes may be summarized as follows, the percentage distribution for last year being added for comparison:

Class	Number	Percentage	
		1941-42	1940-41
Freshman	100,280	31.9	39.2
Sophomore	55,644	17.7	22.5
Special	158,425	50.4	38.3
	314,349	100.0	100.0

If the special students are eliminated from consideration, 35 out of each 100 regular students were sophomores in 1941-42 as compared with 36 out of each 100 the previous year.

Number of Faculty

The Directory reports 8,337 full-time instructors and 5,265 on a part-time basis in 618 institutions, or a total of 13,602 instructors this year as compared with 14,036 last year. This is an average of 22.0 instructors per institution, as compared with 22.7 per institution last year.

If it be assumed that two part-time instructors are the equivalent of one working full time, then there are the equivalent of 10,970 full-time instructors in these 618 junior colleges, or an average of 17.8 full-time instructors per institution.

Accreditation

Of the entire group of 624 institutions, 563 or 90 per cent, are accredited by some accrediting agency, national, regional, or state. Only 153, however, are members of any of the five regional



associations of colleges and secondary schools. A summary of such membership follows:

New England Association .....	8
Middle States Association .....	16
North Central Association .....	55
Southern Association .....	61
Northwestern Association .....	13

California is not in the territory of any of the regional accrediting agencies.

#### *Association Membership*

The Directory indicates that on January 1, 1942, the American Association of Junior Colleges had 416 active and 38 associate institutional members, as compared with 403 and 37 of the two types at the same date last year. Thus 73 per cent of the junior colleges of the country held membership in the Association. This may be compared with 56 per cent membership in 1939. Of the publicly controlled junior colleges, 75 per cent are members; of those privately controlled, 71 per cent.

Ten states have records of 100 per cent membership in the Association as follows: Michigan, 13; Nebraska, 7; Maine, 4; West Virginia, 4; New Hampshire, 3; Vermont, 3; Arizona, 2; Louisiana, 2; Oregon, 2; and New Mexico, 1.

#### *Changes in Administrators*

A comparison of the 1943 and 1942 directories reveals a change in the administrative heads on the part of 87 junior colleges or 14 per cent of the entire group as compared with 10 per cent last year. In the publicity controlled junior colleges the change this year was 16 per cent; in the privately controlled colleges 12 per cent.

#### *Type of Organization*

The information on "years included" as given in the Directory may be summarized as follows:

Five-year junior colleges .....	1
Four-year junior colleges .....	33
Three-year junior colleges .....	6
Two-year junior colleges .....	575
One-year junior colleges .....	8

623

The two-year organization is evidently the prevailing type (92 per cent), but there is considerable interest in the four-year type, whether in public school systems as part of the "six-four-four" plan, or in privately controlled institutions where the last two academy or preparatory school years are included with the two common junior college years. Last year 35 four-year institutions were reported. Of the four-year institutions, 16 are publicly controlled, 17 privately controlled. Of the public group, 4 are state, 5 are district, and 7 are local or municipal junior colleges. In a fully functioning four-year unit it would be expected that the enrollment in the first two years would be substantially greater than in the upper two years. In only nine of the publicly controlled institutions and in none of the privately controlled ones, however, is the "lower division" enrollment greater than the "upper division" enrollment. The total upper division enrollment in the publicly controlled four-year institutions was 16,317; lower division, 15,860. In the privately controlled institutions: upper division, 6,077; lower division, 566.

WALTER CROSBY EELLS,  
*Executive Secretary.*

#### ATTENTION LIBRARIANS

The Junior College Section of the American Library Association is growing rapidly. The section takes this means of extending an invitation to all other librarians and assistants in junior colleges to become affiliated with their

national professional organization. The Junior College Section is a subdivision of the Association of College and Reference Libraries Division of A. L. A. It costs nothing extra to indicate section membership at the time you fill out the membership card with A. L. A., provided you are eligible for divisional allotment of your dues. Under the new plan for A. L. A. membership on the basis of salary classification, all A. L. A. members are eligible for divisional allotment except Class A, that is, persons receiving \$1,200 and under. By checking your division and section on the membership card, you will provide additional funds for the work of the special groups of interest to you. For the schedule of dues by salary classification, see the A. L. A. *Bulletin*, the Annual *Handbook* issue, or, write A. L. A. headquarters at 520 North Michigan Ave., Chicago, or write your section secretary.

One of the advantages of divisional and section membership in A. C. R. L. is receiving the special periodical issued by the group for the members. The December issue of *College and Research Libraries* contains three articles on the significance of the junior college library in the educational program as viewed respectively by a junior college administrator, an instructor, and a student. Space will be allotted in future issues for other articles relating to our own field of librarianship. The Junior College Section of A. L. A. needs your contribution and believes you will benefit from mutually shared experiences and contacts with workers in the same special field.

MARY CLAY, *Secretary*  
Junior College Section  
American Library Assoc.

Northeast Junior College  
Monroe, Louisiana

## HELP WANTED—HOMEMAKING!

Miss Ivol Spafford reports that she is now engaged in writing the first draft of the monograph on "Home Economics in Junior Colleges" upon which she and a committee representing the American Home Economics Association and the American Association of Junior Colleges have been working for some time.

Miss Spafford writes to the Executive Secretary as follows:

My greatest concern just now is that I have a rich supply of illustrations of what junior colleges are actually doing or have done, including changes since the war. I need descriptions of courses offered for general education, for homemaking, for wage earning; descriptions of plant and equipment with pictures; descriptions of cooperative work experiences, etc. The list is almost endless of what I should like to have in the way of specific material. I hope that the various readers of the *Junior College Journal* from time to time will provide me with some of this material and tell me where I can get more.

The nature of the material desired may be further suggested by the outline of the monograph as Miss Spafford has planned it.

- I. A Point of View Concerning Home Economics in Junior Colleges
- II. Curriculum Building
- III. The Junior College Student
- IV. Educating for Personal and Home Living
- V. Educating for Homemaking
- VI. Home Economics and Gainful Employment
- VII. Learning Experiences
- VIII. The Learning Environment
- IX. The Teacher in the Junior College
- X. Selected and Annotated Bibliography

Correspondence or illustrative material may be addressed to Miss Spafford at Rock Creek, Ohio.

## RADIO PROGRAM

A daily radio program, "Are You Educating Yourself for the War Effort," has been started at Pasadena Junior College, California.

## Bibliography on Junior Colleges\*

4647. MASON, EDWARD F., "New Aims for the Junior Colleges," *Education Digest* (March 1941), 6:30-32.

Condensation of article by same author in *Educational Record* for January 1941.

4648. MASON, EDWARD F., "More Than A Hundred Junior Colleges Teach Journalism," *Journalism Quarterly* (September 1941), 18:301-06.

Lists 113 junior colleges giving courses in journalism and enrollments in these courses. Discusses their nature and content with numerous quotations from announcements.

4649. MATHERLY, WALTER J., "Comprehensive Courses," *Journal of Higher Education* (March 1936), 7: 124-33.

Description of the prescribed comprehensive courses offered in the newly organized General College of the University of Florida.

4650. MATHERLY, WALTER J., and LITTLE, WINSTON W., "A New Venture," *Journal of Higher Education* (December 1936), 7:481-9.

An appraisal of the first year's achievements of Florida's General College.

4651. McALMON, VICTORIA, "Ten Years of Placement and Follow-up," *California Journal of Secondary Education* (January 1942), 17:25-29.

States that "Los Angeles City College is the only junior college in the United States that has had continuous placement and follow-up of its graduates since its first Commencement Day." This report gives semiprofessional curriculum pursued and present position for 651 graduates. Covers 29 semiprofessional curricula.

4652. McALLISTER, J. M., "College Instruction in Reading," *Phi Delta*

*Kappan* (April 1942), 24:311-13.

Based upon the experience of the author as director of personnel services at Herzl Junior College, Chicago.

4653. McCONNELL, T. R., "A Critique of Instruments for General Education," *Association of Texas Colleges Bulletin*, Vol. 2, No. 10, pages 56-65 (July 15, 1939).

Refers to experiments at University of Chicago, University of Minnesota, and University of Florida, as indication of efforts to build general educational programs.

4654. MCCOY, I. C., "Terminal Engineering Courses," *Illinois Vocational Association Report of Convention*, Chicago, 1929. Pages 73-9.

4655. McDANIEL, J. W., "The California Junior College Student," *California Journal of Secondary Education*, 15:339-43 (October 1940).

A study of the characteristics of 4,270 freshman students in 16 California junior colleges in terms of age, sex, occupation of parents, high school program, psychological test data, and occupational ambitions. Data reported separately for transfer and terminal students.

4656. McEVOY, JEAN, and SCHWAB, KATHRYN, *Guide to Guidance, Volume IV*, National Association of Deans of Women, Washington, D. C., 1942. 83 pages.

An annotated bibliography of 381 titles of 1941 publications of interest to deans, counselors, and advisers. Index lists 21 dealing with junior colleges.

4657. McGRATH, EARL J., "A Bibliography in General Education," *Educational Record*, 21:96-118 (January 1940).

"The chief purpose of this bibliography is . . . to provide a list of carefully selected references treating various phases of general education. These 421 entries have been culled from an original list of more than 500 items." Headings used for grouping the entries are: General Readings, Issues Involved, The Content of General

\*This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Bells, (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

Education, Instructional Methodology, The Psychological Basis, Evaluating the Results, Student Personnel Problems, The Organization of General Education, Experiments in General Education, and General Education for the Professions. Publication of a critically annotated loose leaf edition of this bibliography has been announced by the American Council on Education.

4658. McHALE, KATHRYN, "Study of Terminal Education in Junior Colleges," *General Director's Letter (A.A.U.W.)*, 7:13 (March 30, 1940).

Announcement of the Association's new study of terminal education.

4659. McHALE, KATHRYN, "Junior Colleges," *General Director's Letter (A.A.U.W.)*, 7:11-13 (March 30, 1940).

Report of Columbia meeting of the American Association of Junior Colleges and extensive extracts from address of Dr. Zook.

4660. McINTYRE, KATHERINE, "Clerical Courses in Junior Colleges," *Journal of Business Education* (October 1942), 18:17-18.

Author is instructor at Pueblo Junior College, Colorado. "The clerical field offers a challenge to the junior colleges to establish additional terminal curricula to meet the demands of those individuals who need general office training, rather than specialized secretarial or accounting training."

4661. McKILLOP, J. R. *Chm.*, "Subcommittees of the California Committee," *California Journal of Secondary Education* (December 1941), 16:455-57.

Report on organization and personnel of the California Committee for the Study of Secondary and Collegiate Education, containing many junior college members.

4662. McLEOD, ANDREW F., "Study of Student Mortality," *Association of American Colleges Bulletin* (April 1917), 3:63-73.

The large number of withdrawals before graduation leads the writer to suggest the establishment of "short course" departments leading to the title Associate, for the two-year students.

4663. McNAUGHTON, FLOYD, "Business Training in the Junior College,"

*Balance Sheet* (January 1933), 14:223-5.

Describes two-year junior college curriculum designed "to develop a general background of particular value for a business career, and to develop a technique in at least one of the fields of business activity."

4664. McNUTT, W. S., "Lake Charles Junior College of Louisiana State University," *School and Society* (July 29, 1939), 50:142.

Announcement of organization plans.

4665. MEAD, J. F., *The Effective and the Ineffective Junior College Teacher*, Greeley, Colorado, 1940.

Unpublished doctoral dissertation at Colorado State College of Education. For abstract see *Junior College Journal* (January 1941) 11:245-49.

4666. MEAD, J. F., "A Further Investigation of Transfer Relations with Senior Colleges," *Journal of the American Association of Collegiate Registrars* (October 1940), 16:26-36.

Summarizes judgments of a jury of 54 college and university presidents and other faculty members concerning *desirability* of seven suggested policies with reference to transfer of junior college credits to senior institutions. "As a general summary it may be remarked that senior college presidents, deans, and professors of education appear to be more charitable in their attitude toward accepting transfer credit from junior colleges than are the admissions officers of four-year institutions."

4667. MEAD, J. F., "The Effective Junior College Instructor," *Bulletin for Institutions of Higher Learning of the Catholic University of America* (April 1941), 3:5.

Extracts from article by same author in *Junior College Journal*, January 1941.

4668. MEADOWS, WEAVER, *Business Education Curricula and Community Needs as Determined by a Survey*, Los Angeles, 1938.

Unpublished Master's thesis at University of Southern California.

4669. MEHRENS, HAROLD E., *English Composition in the General College*, Los Angeles, California, 1940.

Doctoral dissertation at the University of Southern California. Based upon study



of conditions in several hundred universities, colleges, teachers colleges, junior colleges, and high schools. Abstract in *Abstracts of Dissertations, University of Southern California, 1940*, pp. 143-49.

4670. MERIDETH, GEORGE H., and LEMBKE, GLENN L., "The Curriculum Pattern in Pasadena Schools," *California Journal of Secondary Education* (May 1942), 17:293-96.

An analysis of required, elective, and contributing subjects in the curricula of Pasadena junior high school and junior college.

4671. MERKEL, RUSSEL STONEMAN, *Factors That Affect the Establishment of Junior Colleges, With Special Reference to Illinois*, Bloomington, Indiana, 1938. 266 pages.

Doctoral dissertation at Indiana University.

4672. MERRILL, GEORGE A., "The Technical Endowments of San Francisco, and the 6-4-4 Plan," *California Quarterly of Secondary Education* (June 1932), 7:343-51.

Describes technical courses of junior college level.

4673. MERRILL, MARGARET B., *chairman*, "Junior College Opportunities in the East," *Proceedings of the Ninth Annual Meeting of the National Association of Principals of Schools for Girls*, Boston, Massachusetts, 1928, pp. 67-72.

Discusses accredited junior colleges and those offering cultural courses not giving college credit.

4674. MEYER, CARL S., "Geography for the Junior Colleges," *Journal of Geography* (September 1942), 41:221-27.

Statement of general principles and desirable content and methods.

4675. MEYER, CLARENCE EMIL, *The Public Junior Colleges in the North Central Association*, Grand Forks, North Dakota, 1939, 301 pages.

Unpublished doctoral dissertation at University of North Dakota. Finds that 22 of the 25 junior colleges accredited by the North Central Association are locally

controlled with the other three under state control. Discusses junior college legislation on different methods of financing junior college and finds a trend against state aid. Abstract in *Education Abstracts*, (July 1940), 5:237-38.

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